

PERCEPTIONS OF ELT PRE-SERVICE TEACHERS TOWARD
ALTERNATIVE ASSESSMENT VIA WEB 2.0 TOOLS:
A CASE STUDY AT A TURKISH STATE UNIVERSITY

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ABSTRACT

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This study investigates the perceptions of the ELT pre-service teachers on the integration of web 2.0 tools to the courses for the purpose of alternative assessment. Another aim of this study is to find out the perceptions of the ELT pre-service teachers toward the traditional, alternative, and online assessment methods and examine whether the participants' attitudes change toward the types of assessment after the tasks are implemented. In the light of these aims, the study was conducted with 40 second grade ELT pre-service teachers at Istanbul University in the fall semester of 2013-2014 academic year.

The data for this study were collected through pre-survey before the implementation, reflection papers during the implementation, and post-survey and semi structured in-depth interviews after the implementation. The study was conducted in a fourteen week period in which 6 different tasks were implemented.

The findings of the study indicated that the perceptions of the participants toward the alternative assessment via web 2.0 tools were positive before the tasks were implemented and it got more positive after the task implementation process. In general, the participants preferred alternative assessment to online or traditional

assessment since they believed alternative assessment is motivating, enhances learning, provides continuous assessment of student progress, increases interaction, gives more detailed and practical feedback, and improve critical thinking skills. The results of the qualitative and quantitative data also supported these results.

Keywords: ELT pre-service teachers, alternative assessment, Web 2.0 tools

ÖZ

İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ ÖĞRETMEN ADAYLARININ WEB 2.0 ARAÇLARIYLA ALTERNATİF DEĞERLENDİRME YÖNTEMLERİNİN UYGULANMASINA KARŞI TUTUMLARI: DEVLET ÜNİVERSİTESİNDE BİR DURUM ÇALIŞMASI

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Bu çalışmada, derslerde web 2.0 araçlarından yararlanılarak alternatif değerlendirme yöntemlerinin uygulanmasına ilişkin İngiliz Dili Eğitimi Anabilim Dalı öğretmen adaylarının tutumları araştırılmıştır. Bu tezin diğer bir amacı, İngiliz Dili Eğitimi Anabilim Dalı öğretmen adaylarının geleneksel, alternatif, ve çevrimiçi değerlendirme yöntemlerine karşı tutumlarını ortaya çıkarmak ve onların bu tutumları arasında ödev uygulaması öncesi ve sonrasında değişiklik olup olmadığını incelemektir. Bu amaçlar doğrultusunda, çalışma 2013-2014 akademik yılı güz döneminde İstanbul Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda 2. sınıfta olan 40 öğretmen adayı ile gerçekleştirilmiştir.

Bu çalışma için veriler uygulama öncesinde yapılan bir ön anket, uygulama esnasında yapılan yansıma anketleri, uygulama sonrasında yapılan çalışma sonrası anketi, ve öğrencilerle yapılan bireysel görüşmeler aracılığıyla toplanmıştır. Çalışmanın yürütüldüğü 14 haftalık süreçte 6 farklı ödev uygulanmıştır.

Çalışmada elde edilen bulgular web 2.0 araçlarından yararlanılarak alternatif değerlendirme yöntemlerinin uygulanmasına ilişkin katılımcıların tutumlarının ödev uygulamaları öncesi pozitif olduğunu ve ödev uygulaması sonrasında daha da pozitif

olduđunu göstermiřtir. Genel olarak katılımcılar alternatif deęerlendirme yntemlerini, geleneksel ya da evrimii deęerlendirme yntemlerine tercih etmiřlerdir ünkü alternatif deęerlendirme yntemlerinin motive eden, đrenmeyi kolaylařtıran, đrencinin geliřiminin dzenli deęerlendirilmesini saęlayan, karřılıklı etkileřimi arttıran, daha detaylı ve pratik geri bildirimler veren ve eleřtirel dřnce becerilerini geliřtiren yntemler olduđuna inanmıřlardır. Nicel ve nitel very analizleri de bu sonuları desteklemiřtir.

Anahtar kelimeler: İngiliz Dili Eđitimi Blm đretmen adayları, alternatif deęerlendirme, web 2.0 araları

To my family

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CHAPTER 1

1. INTRODUCTION

In this chapter, the background to the study, statement of the problem, research questions, significance of the study and key terms used in this study are introduced.

1.1 Background to the Study

Ever since technology was embedded in the daily lives of people, the efforts to integrate technology into education for instructional and assessment purposes has picked up steam. Traditional assessment methods have started to be more criticized and less implemented while the alternative methods are proposed to adapt the 21st century instructional goals with the digital native students' needs. With the traditional assessment methods, the students obtain their general annual progress; therefore, there is no chance of having the continuous, ongoing measurement of student performance and improvement (Bartootchi and Keshavarz, 2002). Alternative assessment methods, on the other hand, have been the focus of the researchers and educators as these methods give teachers the opportunity to track their students' progress by assigning complex and multi staged tasks to address the relevant skills with the use of authentic materials.

For an English as a Foreign Language (EFL) teaching method to be successful, it needs to be learner centered, motivate and encourage the students, address the variety of students and assess all the skills of the language in balance, in which the traditional assessment methods cannot succeed. With the growing increase in the dissatisfaction of the traditional assessment methods as many more people have started to question their adequateness in representing the student learning and development, in the world of EFL studies, pursuit of new form of assessment came out. Alternative assessment methods such as portfolios, self- and peer-assessment, projects are seen as effective in accomplishing the goals of language teaching that the

traditional assessment cannot. For instance, alternative assessment methods are favored by language teachers as they highlight the importance of both the processes and the products of learning and give feedback not only to the teachers but also students. These methods engage the teachers and the students in the process since they are interactive and make room for regular discussion of performance and periodic assessment from different perspectives such as teachers, self, peer, whole class and some other external monitors.

In the last few decades, language teacher education programs have started to search for a language teaching theory which is more practical based on observations, practice teaching, and curriculum and materials development to fit themselves into the appropriate place in the digital age (Crandall, 2000). These language teacher education programs try to encourage the language teachers to be active and reflective participants in the language teaching process who guide their students in being autonomous, open to criticisms, responsible and self-confident. However, it has been seen so far that the language teacher education programs have mostly failed to raise language teachers who are able to deal with the realities of the classroom (Crandall, 2000). Therefore, it has been realized that the traditional language teacher education programs should be replaced with an alternative one to fully equip the teachers not to be passive recipients of the transmitted knowledge anymore in the language teacher training process and later in their own classrooms. As technology has become an indispensable part of the language teaching process, the language teachers are struggling to integrate technology in their classes. However, the lack of the teacher training especially in technology integration presents the portrayal of inexperienced and unqualified teachers who do not know how to make use of technology to improve the language development of their students. Language teachers need to have the Web literacy to use the web materials in all the possible formats to address the language skills of their students not just as a source to supplement the existing materials but for instruction during the class hours and assessing the performance of the learners. To manage all these, the teachers need to be trained how to use and design web materials, which requires higher level of web literacy (Chapelle and Hegelheimer, 2004).

Even though the teacher education programs are facing the challenges of benefiting from web 2.0 tools, which are web applications on the internet, to enhance language learning, the number of the web 2.0 tools and the scope of its use in the world is expanding rapidly, which makes it harder for the teachers to resist its wider use in their own classes. Web 2.0 tools help learners to be independent, autonomous, and collaborative and they increase the pedagogic efficiency of the courses (Franklin and Harmelen, 2007). They can be employed by the teachers to design activities like storytelling and suggested to students for individual learning (Alexander, 2006). The language teachers can make use of web 2.0 tools to enhance collaboration since cooperative learning activities have an important place in making a positive contribution to the academic achievement of the language learners. In addition, web 2.0 tools can also be used for achieving socialization, meaningful engagement, creativity, authenticity, sharing, and developing critical thinking skills. For this reason, it is significant for the teacher educators to realize the educational potential of the web 2.0 and they need to benefit from it to enhance language learning and prepare their graduates so that they can apply web 2.0 in their future careers (Albion, 2008).

1.2 Statement of the Problem

Despite the rapid changing nature of technology in education, teachers still mostly avoid benefiting from what web technologies offer for instruction and assessment. As the web 2.0 encompasses wide range of new and emerging tools, it is not surprising that the teachers do not feel competent in adapting the evolving technology after the inadequate quality of teacher education programs that they attended. Due to the lack of professional training that they are supposed to be given in their pre-service teacher education, they are not willing to take the risks since they may not be sure whether it will be worth the effort. The risks of online assessment such as privacy, plagiarism, cheating, and monitoring cause the teachers to rethink whether to put online assessment into practice.

Seeing that in the literature the studies are rare on alternative assessment related to the performance of the students but just includes the studies reflecting the perceptions of teachers or students and even less common in Turkey, the present study was seen as a necessity to enlighten what the pre-service teachers think about the integration of web 2.0 tools to their classes for the purpose of alternative assessment after they practiced the tasks via web 2.0 tools in a course that they were offered. Hewson (2012) accepted that it is important to study further the practices of online assessment since the evidence revealed so far remains rather inconclusive. Today's pre-service teachers graduating from the Faculties of Education are expected to use the web 2.0 tools in their own classes as the courses conducted online have kept increasing in number for the last few decades.

With the popularity of online instruction, finding ways to include online assessment has become inevitable. Therefore, there is an urgent call to meet the emerging needs of teachers and students in creating new strategies and pedagogic materials to integrate web based materials to their classes aiming to serve the instructional and assessment purposes. For this reason, the present study investigates the perceptions of the students before and after they took part in the online task implementation process to reveal whether their perceptions have changed in this process and what they felt about the tasks, what the advantages and disadvantages of the tasks were for them, what their future plans and suggestions are in terms of the integration of web 2.0 tools to the assessment. Given the significance of preparing the pre-service teachers for the expectations of the 21st century schools, this study adds to the literature a study which reflects the performance of the pre-service teachers based on practice and provides the teachers insight to see how the web 2.0 tools were integrated and what the teachers felt about the process so that in the future they may make modifications to implement the technology based assessment in their own classes.

1.3 Research Questions

In this study, answers to the following questions are explored:

1. What are the perceptions of the ELT pre-service teachers on the integration of Web 2.0 tools to the methodology courses for the purpose of alternative assessment?
 - 1a. What are the advantages of being assessed via Web 2.0 tools?
 - 1b. What are the disadvantages of being assessed via Web 2.0 tools?
2. What are the perceptions of the ELT pre-service teachers toward the types of assessment: traditional, alternative and online?
3. To what extent do the ELT pre-service teachers' attitudes change toward traditional, alternative and online assessments after being assessed via Web 2.0 tools?

1.4 Significance of the Study

Change from the role of a passive reader on the internet to the active contributor led web 2.0 tools to gain popularity especially in education. This caused teachers to struggle in a way to learn how to make use of web 2.0 tools in their classes for both instruction and assessment to keep the students' attention and engage them since the current students of the 21st century are living in the digital era which makes them "digital natives" while it is making the teachers "digital immigrants". The training that the teachers need to compensate for the gap among their technological skills and those of students has awoken interest to research on this area to provide the appropriate training for the teachers to manage their instructional goals. However, the studies so far haven't made it beyond just reflecting the perceptions of the teachers or students instead of presenting the real training or practice that should be implemented to give ideas for further studies and implementations in classrooms. Cephe and Balçıkanlı (2012) also indicated that pre-service teachers are in need of training to use web based applications for language learning and teaching purposes. In addition, other than just including the web 2.0 tools for instructional purposes, the need to use the web based materials for online assessment purposes emerged as the

online courses offered in all around the world has accelerated and widened its scope.

Considering the fact that assessment in language teaching has an enhancing role for learning, there is no doubt adapting the online assessment methods will be profitable knowing that the online courses have already been taking place at the instruction level. All the language teachers are supposed to learn how to adapt the web based sources in their own courses. Even though the web is full of sources in various formats like written, audio and visual, the teachers may still feel the need to create their own web materials to best suit the needs of their classes, which can challenge them especially the inexperienced teachers.

The fact that the need of the teachers should be met with the studies based on performance based practices more especially in Turkey, the present study may provide information for the administrators, teacher educators, teachers, and pre-service teachers considering to adapt or suggest online assessment via web 2.0 tools. This study also gives deeper insight to the teachers and pre-service teachers how to integrate web 2.0 tools to their classes for assessing foreign language skills.

Key Terms

The following terms are frequently used in this thesis.

English as a Foreign Language (EFL): English as a foreign language is the use or study of English instruction in countries where English is generally not the native language of the country such as in Turkey, Japan, Poland and China. The term 'English as a foreign language' corresponds to the 'expanding circle' among the three concentric circles of the linguist Braj Kachru described in 1985 to better understand the diverse use of English in various countries.

Testing: A method which helps specify students' ability to manage certain tasks or show the mastery of a skill or knowledge of content. In addition to the types of tests such as multiple choice tests and weekly spelling tests, testing involves the use of

formal tests such as questionnaires, or checklists. The term 'testing' is interchangeably used with the term 'assessment' in some contexts; however, it is distinguished by the fact that a test is one form of an assessment (Overton, 2012).

Assessment: The process of collecting information about what students know and what they are able to do, to see their progress and make educational decisions if necessary. Other than including a test, assessment also includes methods such as observations, interviews, behavior monitoring, etc (Overton, 2012).

Alternative Assessment: Born as an alternative to conventional and standardized testing, alternative assessment is an ongoing process in which the teachers and the students take an active role in making decisions and judgments about the student's progress in language using non-conventional strategies (Hancock, 1994).

Web 2.0: is a term coined in 2004 to comprise the increasing collection of new and emerging Web-based tools such as the community networks, blogs, wikis, and photo and video sharing sites, collaborative editing tools (Solomon and Schrum, 2007).

CHAPTER 2

2. REVIEW OF LITERATURE

This chapter reviews the literature on ELT teacher education, traditional assessment and alternative assessment, traditional vs. alternative assessment, assessment in relation to ELT and ELT teacher education, use of Web 2.0 tools in education, Web 2.0 tools in EFL classes and EFL teacher education, assessment via Web 2.0 tools in EFL classes and EFL teacher education and (Online) assessment in IT and IT + EFL/ELT.

2.1 ELT teacher education

Recently the rapid expansion of instructional technology in education has changed the roles of teachers and learners. While the learning process was all dependent on the teacher and the text before, now the modern educational trends tend to help the learner become more autonomous; that is, teach the learner how to learn on his/her own (Bowers, 1987). This does not mean that the teachers will no longer be needed in the learning process. The significance of both the teachers and the learners in language teaching has been emphasized so far in various important studies. For instance, Richards and Rodgers (1986) indicated that the relationships of teachers and learners play a crucial role in widening one's viewpoint of the language teaching and learning.

As today's students are different from those of the past in having the technological literacy, the teachers are supposed to adapt a curriculum which provides real-world technology-rich experiences and authentic assessment (Warner, Steffen, & Cope 2011). To do this, the central role of the teacher needs to be equipped with related knowledge and skills to pursue its place in today's technologically advanced language classrooms. Therefore, the more knowledgeable teachers are in the educational technology, the better they can address the challenges of the gradual

increase in student knowledge and skills. In the employment process, among the conditions of the job postings, the experience with educational technology has already taken its place. However, Kessler (2006) stated that the graduates of the formal language teacher education programs do not seem like having gained the necessary knowledge and skills related to instructional technology since these programs disregarded to include the instructional technology courses to their curriculums. Crandall (2000) also mentioned that language teacher education programs have not been successful in guiding the teachers to adapt the requirements of the modern classroom environment. The skills essential for the 21st century language teachers mentioned by Chapelle and Hegelheimer (2004) are as in the following: (a) searching for information and materials, (b) evaluating Web-based materials, (c) repurposing the materials, (d) troubleshooting basic browser problems. Considering the fact that technology has changed how people learned forever, International Society for Teacher Education (ISTE, 2008) has developed the following standards to be used as teachers design materials, implement activities and assess learning experiences of their students to boost the quality of their learning and adapt the new technology integrated education trends:

- Facilitate and inspire student learning and creativity;
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

These standards above are intended to prepare the pre-service teachers for the technology integrated classroom environment, which should meet the urgent need of the teacher education programs aiming to help teachers possess the skills and knowledge the digital age requires. Since most of today's pre-service teachers are the regular users of the network-based technology and accustomed to be in a mass media-dependent environment, the goal of the teacher education programs should be to teach pre-service teachers how to use technology in their classes for teaching and assessment purposes.

2.2 Traditional Assessment

Almost every educated person was assessed by the traditional methods in his/her life a few times. This is because governments, educational institutions and educators thought of the traditional assessment methods as reliable, practical, valid and economical. Brown (2004) indicated that the goal of the traditional assessment methods is to measure what the students has learned at the end of the instruction process; that is, the sum of their performance. The focus of the traditional assessment methods is on gathering information about the product of the learning objectives accomplished by the students not on improving the performance of them or deducing aims for their future progress. At the end of an assessment conducted by the traditional methods, the students were reported with numerical marks. Even though reaching these statistical outcomes seems to lead to objectivity, Brown (2010) and Yorke (2011) indicated that the reliability and validity is a concern in traditional examinations. Zaremba and Schults (1993) mentioned that the criticisms toward the traditional assessment methods are mostly for its leading to superficial learning and allowing for misuse such as finding the answers by guessing (Henning et al., 1981) or cheating. Weaknesses of the traditional assessment methods were recursively expressed by numerous scholars. Brown and Hudson (1998) indicated that the traditional assessment methods are not capable of reflecting the authentic language. In addition, Simkin and Kuechler (2005) defended the idea that traditional assessment methods are not quite adequate to provide an exact and just measurement. Balliro (1993) mentioned the dissatisfaction with the traditional assessment methods by stating that the traditional assessment methods remain incapable of sufficiently representing the learner strengths and true progress. Barootchi and Keshavarz (2002) expressed that “traditional assessment techniques being often incongruent with current ESL/EFL classroom practices are often norm-referenced, multiple-choice and machine-scorable instruments, if used as the sole indicators of ability and/or growth, may generate faulty results” (p.280). Looking from instructors’ point of view, Osuji (2012) admitted that traditional pen and paper assessments puts a lot of burden on the teachers especially in terms of grading students’ work and giving feedback. In addition, the traditional assessment methods are not ongoing, do not address to every

individual's needs and cannot give feedback to the teachers on both the process and the product. Therefore, the traditional assessment methods are ill-suited (Williams, 2008) and they only assess whether students can memorize and/or recall and do not focus on improving the higher order thinking skills (Çakır, 2013). As for the merits of the traditional assessment methods, Brown and Hudson (1998) indicated that with the tools of the traditional methods, the teachers can assess if the students understood a specific point; therefore, the teachers can see from the outcomes of the traditional examinations whether the objectives of a course were fulfilled (Brinke et al., 2007). Among the most common traditional assessment tools, there are true/false, short answer, matching, fill-in, multiple choice tests, and essays. Multiple choice tests are the mostly used traditional assessment tools. Zaremba and Schults (1993) mentioned the reason of its popularity by stating that multiple choice tests are not just easy to administer and score but also adaptable to various subject areas. Çakır (2013) investigated the assessment via three different tools, in which the scores of the participants attained from the multiple choice tests are compared and contrasted to those of the oral presentation and translation. It was found out that the scores obtained from the multiple choice tests were the highest among the three assessment tools, which indicated that the assessment through multiple choice tests could be misleading since the students might have used the advantage of guessing or recalling. Friesen and Kristjanson (2007) indicated that constructing multiple choice tests are time consuming and hard. Moreover, the disadvantages and advantages of the rest of the traditional assessment tools could be summarized as: In true/false tests, the students were given clear and simple statements which make the teachers' job easy to see whether a specific point was understood (Brown and Hudson, 1998); on the other hand, the students have 50% guessing factor of the correct answer even though they do not know the correct answer (Dikli, 2003; Friesen & Kristjanson, 2007). The fill-in and short answer tests are not difficult to construct and faster in administering (Brown and Hudson, 1998); however, for both test types, the teachers need to prepare items as clear as possible; otherwise, the students could come up with multiple answers. Matching assessments have 10% guessing factor which is pretty low but matching could be seen as limited assessments since they measure the knowledge in vocabulary administering (Brown and Hudson, 1998). Essays provide

the students the opportunity to produce the language but they are time-consuming and can cause problems in terms of subjectivity in scoring (Dikli, 2003).

2.3 Alternative Assessment

Since 1990s, the researchers have been investigating and suggesting the innovative types of assessment methods in language teaching. To assess the students' skills in English fully, having the variety of the assessment tests are seen as significant and useful (Brown & Hudson, 1998; Bailey, 1998). Barootchi and Keshavarz (2002) suggested that alternative assessment known also as nontraditional assessment is used like an umbrella term for the types of assessment except for anything other than standardized, traditional tests. It was termed in various ways in the literature as "alternative assessment," "informal assessment," "authentic assessment," "performance assessment," "descriptive assessment," and "direct assessment" (Hamayan, 1995; Herman et al., 1992). Alternative assessment was defined by McNamara (2001) as a movement "away from the use of standardized multiple-choice tests in favor of more complex performance based assessments" (p.329) and Hancock (1994) described the term as "an ongoing process involving the student and teacher in making judgments about the student's progress in language using non-conventional strategies" (p.3). The alternative assessments are exemplified by Barootchi and Keshavarz (2002) as observation and individual or group performance assessment, and portfolios, which can provide worthwhile information regarding students' performance. In language teaching, alternative assessment methods are capable of enabling lifelong learning, investing in future learning, making use of the knowledge the students obtained from alternative assessments out of the language class as well. What instructors need is to obtain information related to their students' abilities, skills, progress and attitudes, which, in fact, is provided by the alternative assessment methods (Varela, 1997). Brown and Hudson (1998) listed the positive characteristics of the alternative assessment methods to give ideas to the language teachers and testers as follows:

1. require students to perform, create, produce, or do something;
2. use real-world contexts or simulations;
3. are nonintrusive in that they extend the day-to-day classroom activities;
4. allow students to be assessed on what they normally do in class every day;
5. use tasks that represent meaningful instructional activities;
6. focus on processes as well as products;
7. tap into higher level thinking and problem-solving skills;
8. provide information about both the strengths and weaknesses of students;
9. are multiculturally sensitive when properly administered;
10. ensure that people, not machines, do the scoring, using human judgment;
11. encourage open disclosure of standards and rating criteria; and
12. call upon teachers to perform new instructional and assessment roles. (p.654-655)

With the need to support student learning by including students' voices and giving them the opportunity to share the decision making process in their own learning and assessment, the pursuit of alternative assessment methods arose. Supporting what Brown and Hudson (1998) indicated, Dikli (2003) and Herman et al. (1992) also mentioned that alternative assessment methods assess higher-order thinking skills. Believing that the alternative assessment methods are personalized and embedded in the learning process, Williams et al. (2013) argued that students are more active in taking the responsibility of their own learning. The instructors could gather information on their students' abilities, talents, interests, potentials since alternative methods are capable of reflecting students' performance in educational settings (Barootchi & Keshavarz, 2002). Giving weight not just on the products but also processes of learning can be counted as a merit of these new assessment methods (Herman et al., 1992). Unlike the traditional assessment methods which dictated the students the existence of one right answer, the alternative methods encourage the students to explore the possibilities by drawing on their own inferences. On the other hand, the concerns on the limitations of the alternative assessment methods have been a matter of debate. Most of the concerns related to the alternative assessment methods originate from the validity, reliability, objectivity, authenticity and practicality issues. Considering authenticity as one of the concerns

regarding alternative assessment, structuring an authentic test is not as simple as it looks (Leung & Lewkowicz, 2006). In alternative assessments, setting the criteria and specifying the judgements in a reliable way by considering the complex factors affecting the assessment process is not that easy and even more difficult when there are multiple assessors involved (Maclellan, 2004) because Herman et al. (1992) indicates that in alternative assessments what matters is not just the stability of the student's performance in time but the stability and consistency of the assessors' judgements. According to Wilde, Del Vecchio, and Gustke (as cited in Huerta-Macias, 1995), doing the following ensures the reliability in alternative assessments:

- Design multiple tasks that lead to the same outcome.
- Use trained judges, working with clear criteria, from specific anchor papers or performance behaviors.
- Monitor periodically to ensure that raters use criteria and standards in a consistent manner. (p.340)

Huerta-Macias (1995) indicated that for an assessment to be valid, it needs to reflect the actual performance of the students by making use of the real-life tasks like doing collaborative activities, self-evaluation, and doing a demonstration in front of a group.

The educators or test designers who make use of the alternative assessment methods should pay strict attention to how they structure, implement and analyze their tests in order to improve the reliability and validity (Brown and Hudson, 1998).

2.4 Traditional vs. Alternative Assessment

Since assessment plays a significant role in giving feedback in terms of the quality of education that the students get, there was an urgent call for the improvement of the traditional assessment methods for the sake of education itself. According to Herman et al. (1992), the growing interest toward the alternative assessment originated from

the dissatisfaction toward the traditional assessment. The movement from traditional assessment toward the alternative assessment was a challenge for the traditional assessment methods. The constant changes from the traditional assessment toward alternative assessment were summarized by Herman et al. (1992) as follows:

- From behavioral to cognitive views of learning and assessment
 - From paper-pencil to authentic assessment
 - Portfolios: from single occasion assessment to samples over time
 - From single attribute to multi-dimensional assessments
 - From near exclusive emphasis on individual assessment to group assessment
- (p.13)

Barootchi and Keshavarz (2002) indicated that traditional tests need to be supported by other assessment methods like alternative assessments which reveal what process the language learner has been through while they are learning. Since the traditional assessment methods do not fit well with the current English language learning practices, searching for the alternative ways of assessing the students were imperative. With the rise of the alternative assessment methods, the discussions came up in an effort to implement the best types of assessment methods for the educational purposes.

Although it is difficult to make a precise distinction between the traditional and alternative assessment, Douglas (2004) summarized the differences in table 2.1 below between these two types of assessments adapting the lists from Armstrong (1994) and Bailey (1998). It must be paid attention; however, that the list above cannot be counted on since it is all about praise to the alternative assessment while it just reflects the negative criticisms toward the traditional assessment.

Table 2.1 *Traditional and Alternative Assessment adapted from Brown, 2004 pg.13*

Traditional Assessment	Alternative Assessment
One-shot, standardized exams	Continuous long-term assessment
Timed, multiple choice format	Untimed, free response format
Decontextualized test items	Contextualized communicative tasks
Scores suffice for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion referenced scores
Focus on the “right” answer	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

Highlighting that the alternative assessment methods came out as a contrast to the traditional assessment methods, what Bailey (1998) mentioned is that the traditional assessment methods are one-shot, indirect and inauthentic while alternative assessment methods are continuous, longitudinal, direct and authentic assessments. In addition, she also stated that feedback is not given to the learners in traditional assessments. The only feedback provided was the scores the students get from the traditional tests as expressed by Douglas (2004). Feedback accepted as the indispensable part of the language learning process by most of the educators, not making room for it could be counted as a conspicuous shortcoming of the traditional assessments.

Huerta-Macias (1995) argued that to assess the students via alternative assessment methods, the instructors do not need to specify separate block of time unlike traditional methods. The traditional assessment methods are not fitting well with the curriculum but alternative methods are based on classroom practices. Since the outcomes of the alternative methods are authentic, both the weaknesses and strengths of the students are revealed. Instead of just relying on one method, alternative assessments make use of various sources to ensure the reliable assessment of the

students. In alternative assessments, the students share the decision-making process with the teacher on which materials and procedures will be used throughout the course. Among the alternative assessment procedures, checklists of student behaviors or products, journals, reading logs, videos of role plays, audiotapes of discussions, self-evaluation questionnaires, work samples, and teacher observations or anecdotal records take place.

Suggested by Lizzio and Wilson (2013), the motivational value of an assessment method is pretty crucial in deciding how much the student is engaged. When there is an increase in the student engagement, the outcome provided by the students through the assessment will be better. As the issues like time pressure, exam anxiety, extenuating circumstances that can occur during the traditional tests, the participants are expected to be less motivated compared to the alternative assessment methods. The most important way of boosting student motivation is to take into consideration the individual differences of each student. As Gardner (1982) claims, traditional assessment methods only address the verbal-linguistic and logical-mathematical skills of the students out of seven types of intelligence even being aware of the fact that each person has strengths in two or three of these areas. Moreover, Huerta-Macias (1995) indicated that traditional assessments cause problems like norming, linguistic and cultural biases from which alternative assessments are spared. On the other hand, Herman et al. (1992) argued that one right way of assessing the students does not exist. While alternative methods assess higher level thinking and problem-solving skills, traditional tests are more effective in displaying whether the students acquired basic concepts and facts.

2.5 Assessment (Online) in IT and IT + EFL/ELT

In the first half of the 21st century, with the need of a change in language assessment, the burden on the teachers to meet the needs of their students increased considerably. The field-specific reason for this need of improving assessment in language teaching is originated from the belief that ‘assessment for learning’ is essential; therefore,

assessment has started to take the role of enhancing learning (Rea-Dickins, 2006). With the rapid and wide increase in the popularity of online learning lately, as its natural outcome, online assessment is now being conducted to overcome the challenges of the traditional assessment methods. While the expectations from teachers are getting higher, Fulcher (2012) argued that the number of the textbooks and learning materials designed for nonspecialists and inexperienced teachers in testing and assessment are very limited. Findings of the Fulcher (2012)'s study revealed that the teachers were cognizant of the fact that most of the existing materials were not in a position to meet their various needs in assessment. When the traditional means of assessment has started to cease, to adapt the changing assessment trends, especially the language teachers should be provided with professional sources guiding them how to implement online assessments and exemplifying the online assessment methods with authentic, communicative, multicultural and pedagogically appropriate materials.

Together with the rise of the online instruction and online assessment, the concept of classroom has started to change in people's minds. The new classroom concept in the modern information and communication technology (ICT) era was depicted in the figure 2.1 below by Chao et al. (2011):

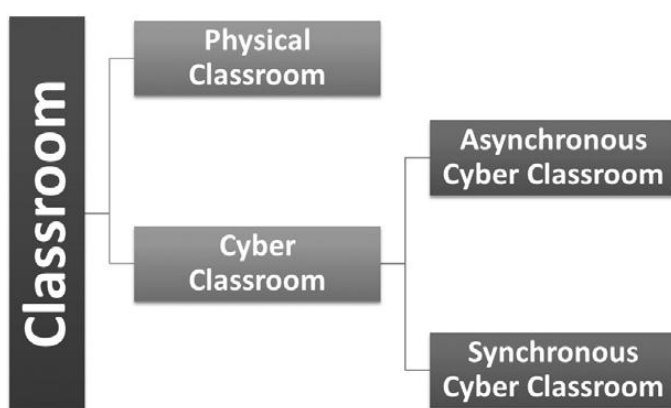


Figure 2.1 *The new classroom concept in the modern ICT era*

While in the past, the instruction and assessment was conducted in the physical classrooms, with the advancement in technology, now the traditional face to face

classrooms are gradually giving way to cyber classrooms, which is composed of two types as synchronous cyber classrooms and asynchronous cyber classrooms. In synchronous cyber classrooms, the students can obtain feedback immediately and follow the course as if they are sharing the same physical environment with their teacher and classmates, which affects their motivation in a positive way. In asynchronous cyber classrooms, the time given to students for completing the tasks is flexible. Since the students have time to research and make use of online sources to complete their tasks, the students can learn while being assessed. Even though not having the time pressure on the students during the assessment process is a good thing, online asynchronous assessments cannot provide the real-time interactions and monitoring mechanisms. The feedback provided to the student is not as instant as it is in the synchronous cyber classrooms; therefore, they have to wait till they get the clarifications from the teacher about the task or online test. Palloff and Pratt (2009) suggested the following principles that could be helpful to guide teachers in online assessment:

- Design learner - centered assessments that include self- reflection.
- Design and include grading rubrics for the assessment of contributions to the discussion as well as for assignments, projects, and collaboration itself.
- Include collaborative assessments through public posting of papers, along with comments from student to student.
- Encourage students to develop skills in providing feedback by providing guidelines to good feedback and by modeling what is expected.
- Use assessment techniques that fit the context and align with learning objectives.
- Design assessments that are clear, easy to understand, and likely to work in the online environment.
- Ask for and incorporate student input into how assessment should be conducted.(p. 30)

When it comes to the advantages of the cyber classrooms and assessing students online, Williams et al. (2014) indicated that as online and traditional assessment

methods are compared, a conclusion was drawn revealing that computer-based assessments have a more positive impact on students' learning and achievements through more fairer and inclusive ways of monitoring, diagnosing and supporting. Lamy and Hampel (2007) listed the advantages of online assessments compared to offline assessments as follows:

- good match between delivery modes (because if teaching is online, assessment should be online too, according to current consensus);
- easier reviewing and revision of test items owing to electronic storage and duplication facilities;
- easier re-usability of items, also owing to electronic facilities;
- administrative convenience
- availability of permanent electronic traces of learner actions. (p.91)

Suvorov and Hegelheimer (2014), as one of the advantages of online language assessment, mentioned that teachers can make use of multimedia in various formats such as audio, images, videos, animation, and graphics to make the tasks more authentic. However, to maintain the test validity, it should be known that using multimedia makes the assessment process much more complex.

Even though wide use of online sources in education for instructional and assessment purposes or designing the whole instruction online has been a trend recently and keeps drawing more and more attention every day, considerable amount of educators somehow abstain from the use of online approaches, which is caused by the challenges of online assessments that the educators needed to face. These challenges were summarized by Osuji (2012) as follows:

- Low level of computer literacy
- Cost of technical equipment
- Plagiarism and Cheating
- Loss of quality

The main reason of educators' avoiding the online assessment is being unsure whether the student who completed and submitted the assignment was actually the student himself/herself (Chao et al., 2011; Palloff & Pratt , 2009). Hence, the institutions still mostly tend to administer the assessment in physical classrooms where the tests or the tasks are completed while teachers are monitoring within the specific time limit. Canning-Wilson (2000) argued that to design an online assessment, examining first how the language was thought is very significant. Whether the skills were taught in balance or what sort of cultural, ideological and religious sensitivity was needed to be shown in course content is decisive in structuring the assessment. She also indicated that before an online assessment is implemented, there are some issues to be considered such as the test security, reliability and validity. Since the teachers do not have the chance to monitor the students' while they are being assessed online, it is not possible to understand whether the student has been honest enough through the whole assessment process. Hence, some precautions should be taken either as programming additional safeguards into the materials as suggested by Canning-Wilson (2000) or decreasing the possibility of cheating by having multiple assessments given within the online activities and minimizing the plagiarism with implementing assessments which are authentic and reflecting the performance of the students as offered by Palloff and Pratt (2009).

2.6 Web 2.0 tools for instruction and assessment in EFL context

The new generation of web-based technologies, Web 2.0 was first coined as an invented term in 2005 and described by Tim O'Reilly (2007) as "a set of principles and practices that tie together a veritable solar system of sites that demonstrate some or all of those principles, at a varying distance from that core" (p.18-19). Tim O'Reilly treated Web 2.0 as a 'platform' and a 'global brain' where all people can contribute and modify data, which changes the passive role of people at the time of Web 1.0 to more active role with the Web 2.0. The compilation of the comparison made by Peachey (2009) and Solomon and Schrum (2007) between the modern web,

Web 2.0 and the past version of the web, Web 1.0 were displayed table 2.2:

Table 2.2 *Comparison of Web 1.0 and Web 2.0*

Web 1.0 ('Read Only' Web)	Web 2.0 ('Read-Write' Web)
Text based content 'html'	Platform based services like Youtube, Blogger
Application based	Web based
Slow connection speeds	High speed wireless and mobile connections
Limited interactivity	Complex social interactions
Expensive software (Licensed or purchased)	Free downloadable or usable software
Web sites with unchangeable content by other users	User generated content
Single creator	Multiple collaborators
Copyrighted content	Shared content

To understand clearly what Web 2.0 really is, the principle features were summarized and listed below by Tim O'Reilly:

- services, not packaged software, with cost-effective scalability,
- control over unique, hard-to-recreate data source that get richer as more people use,
- trusting users as co-developers,
- harnessing collective intelligence,
- leveraging the long tail through customer self-service,
- software above the level of a single device,
- lightweight user interfaces, development models, and business models.(p.36-37).

Through Web 2.0 technologies like blogs, podcasts, wikis, social networking sites, social bookmarking tools all people can share and publish their materials, communicate with each other, edit and comment on one another's work, rate and

tag. Most of the content provided by these tools are open to anyone without charging them. It is not only text which is published by ordinary internet users but also new forms of expressions like digital storytelling, interactive presentations, various forms of multimedia enabled by the tools such as mobile phones, digital cameras, portable players and free softwares (Churchill, 2007); therefore, by exchanging roles from being ordinary internet users to active content creators, the people take their places in the 'we, the media' world of 'read-write Web', Web 2.0 as suggested by Gilmore (2004). Ching and Hsu (2011) attribute the distinctive features of Web 2.0 technologies to their "automatic dissemination, powerful organization, enhanced interactivity and simplified collaboration" (p.781). Peachey (2009) indicated that socialization, collaboration, creativity, authenticity, and sharing are enabled by Web 2.0 technologies. Such principal skills like critical thinking, problem solving, communication and collaboration indispensable for all types of learners, especially for language learners could be developed with the Web 2.0 practices since students are given the opportunity for active participation and multi-way communication through the authentic and meaningful materials provided by the Web 2.0 technologies. Gray (2012) also indicated that Web 2.0 facilitates communication since the students do not have to feel the pressure of talking in front of their teacher and classmates but exist with their avatars, profiles and connections. With the Web 2.0 tools, learning can be enhanced since each piece of information on the Web is connected to one another via hyperlinks, which helps students to learn something new as they keep digging (Solomon and Schrum, 2007). The instructors can even invite experts from far end of the world to their classes as a guest speaker and these experts could present a topic, attend a class discussion or just answer the questions through web conferencing and online chat options. Therefore, as the boundaries of the web are getting much more transparent with the advancement of technology, the students do not have to be content with what they learn from the teacher.

As the integration of the Web 2.0 practices into education for instructional and assessment purposes has a recent history, the specific guidelines and detailed and clear pedagogical strategies are needed. Ching and Hsu (2011) also argued that the Web 2.0 practices should be purposefully designed for instruction and assessment;

otherwise, the practices with Web 2.0 technologies would not fulfill their job. However, Gray et al. (2010) argued that it is not still precise to what extent the Web 2.0 activities of the students are counted as their formal grade of a course. The grades that the students get from their Web 2.0 activities generally do not have an important effect on their overall standing. Since learning a second language requires the development of the all four skills, namely listening, reading, speaking and grammar, designing assessments with the integration of technology can fulfill what the traditional assessments cannot by motivating the learners and supporting their learning with the sources reached by means of the Web 2.0 tools. It is also suggested that instructors consider the ways that can expand students' learning of English and upgrade their proficiency since the Web 2.0 is evidently affecting teaching and learning in a positive way (Solomon and Schrum, 2007). To enhance the integration of Web 2.0 activities into assessment Collis and Moonen (2008) suggested:

- Both instructors and students must value an educational approach where learner participation and contribution are balanced with acquisition.
- A pedagogical approach must be used that reflects contribution-oriented activities where students create at least some of their own learning resources.
- The approach must be scaffolded in practice by interlinked support resources for both instructors and students. Uncertainty must be reduced as much as possible for the students in terms of what is expected of them, and to what standard.
- The processes as well as the products produced by the students must be assessed as part of overall course assessment practices. (p.100)

Since today's instructors are 'digital immigrants' and the students 'digital natives' when mentioned with Prensky (2001)'s words, the instructors had better learn how to adapt their classes what technology offers, to grab the attention of the students and make up for the generation gap.

According to Prensky (2001), today's students:

- Are no longer the people our educational system was designed to teach
- Have not just changed incrementally from those of the past...our students have changed radically
- Represent the first generations to grow up with this new technology
- Think and process information fundamentally differently from their predecessors
- Are all "native speakers" of the digital language of computers, video games, and the Internet. (p.1)

Realizing the urgent need of keeping up with the skills of the 21st century students, Gary et al. (2012) accepted the fact that there is still a lot to do before feeling confident in adapting a reliable, fair, engaging and substantial assessment with the use of Web 2.0.

The research conducted so far related to the integration of Web 2.0 tools for the assessment purposes in ELT were summarized with its major findings in Table 2.3:

Table 2.3 Summary of the Review of Literature related to Web 2.0 tools

Author	Research Questions	Method	Web 2.0 tools	Participants	Major Findings
Cephe and Balçıkanlı (2012)	What are the ELT students' beliefs about the use of Web 2.0 tools for language learning/teaching purposes?	Three-week instruction on web technologies Preparing an activity using Web technologies and sharing with classmates	Second Life Livemocha Voicethread Ted Kerpoof Storybird	139 student teachers from an ELT program in Turkey	Positive attitude was revealed toward the possible use of Web 2.0 technologies in language learning/teaching. Web 2.0 technologies support the applications of trends in language learning/teaching.
Gray et al. (2012)	To what extent academics attribute value to approaches with the use of Web 2.0 assignments? Which type of learning outcomes are obtained with Web 2.0 assignments? What are the challenges of getting the Web 2.0 assessment design right?	A questionnaire and a follow-up interviews Anonymous online survey and an optional semi-structured interview	-	Participation from any academic who used Web 2.0 technologies for assessing students (64 responded to survey, 22 were interviewed.)	There is value in each phase of designing Web 2.0 assignments. There are a few challenges and risks of this process, which limits the academics to realize the true potential of Web 2.0 for assessment.

Table 2.3 *Summary of the Review of Literature related to Web 2.0 tools (continued)*

Author	Research Questions	Method	Web 2.0 tools	Participants	Major Findings
Sağlam and Sert (2012)	What are the in-service English language teachers' perceptions of the use of technology in classroom practice in terms of its usefulness, advantages and disadvantages, integration into teaching, contribution to their learners' learning and skills development as well as teachers' views on institutional support?	Interview, an open-ended questionnaire and field notes on the participants' perceptions of technology integrated language teaching	-	Nine non-native ELT instructors with M.A TEFL degrees and with over six years of professional experience.	Benefits of the technology use outweighed its negative effects. Technology contributed foreign language development of the students by facilitating a hands-on, collaborative experience, relating it to real life academic skills, increasing motivation and enabling instant access to information.
Oliver (2007)	What are the attitudes of the in-service teachers toward the integration of assignments with the use of web 2.0 tools to their graduate-level course?	Five assignments with the use of free web 2.0 tools such as blogs, Google docs & Spreadsheets, Del.icio.us, and Trailfire.	WolfBlogs Google Docs & Spreadsheets PowerPoint Authorstream Trailfire Del.icio.us Cmap Tools	In-service teachers taking graduate-level technology integration course	The assignments were found useful and encouraged learning since these tools can increase the amount of time the students spend to learn on the Internet and also they are practical and provide lots of useful resources for the teachers.

Table 2.3 *Summary of the Review of Literature related to Web 2.0 tools (continued)*

Author	Research Questions	Method	Web 2.0 tools	Participants	Major Findings
Kumar and Vigil (2010)	Based on their teacher education experiences, which new technologies and types of use do pre-service teachers perceive as most valuable in their teacher education coursework and for their future careers?	A survey with items and open ended questions on undergraduate's use of Web 2.0 tools informally and about the usefulness of these technologies in education	-	54 pre-service teachers from College of Education aged between 18-24	The Web 2.0 tools mostly used for communication and collaboration with peers, presenting information and integrating external resources, and as a study resource. The use of SmartBoards, Podcasts, online videos, Google Calender and social bookmarking sites should be included in the courses of pre-service teachers.

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Cephe and Balçıkanlı (2012) analyzed ELT student teachers' perspectives on integrating web 2.0 technologies to their language learning contexts. Believing that the ones who adapt the new habits and processes of the digital age will win and since education has also been shaped by the digital age accordingly, in order to address the students of this age, Cephe and Balçıkanlı (2012) argued that the teachers should know the ways and suit themselves to it. This study was found necessary since in the literature, even though the perceptions of the pre-service teachers on the technology integration were investigated; their perceptions when they practiced these technologies were not reflected. Data was gathered from 139 pre-service teachers studying at a Turkish state university. The participants were given three month training on web technologies together with their practical usages. A questionnaire and follow-up interviews were used to gather data after the training. As a result, it was found out that web 2.0 technologies facilitate interaction and collaboration, provide chances for learning other than class hours considering that especially the language learners spend their time mostly on online language learning tasks (Cephe and Balçıkanlı, 2012), boost motivation, participation and student involvement in the learning process, raise the digital literacy awareness and help student teachers with their future career by expanding their professional repertoire. This was highlighted since the language teachers are supposed to bring variety to their classes in terms of activities. It is also mentioned by Cephe and Balçıkanlı (2012) that as the students are usually spending their time on the Internet, involving what the students are doing in their daily lives to classroom activities carries importance in a way that it clearly increases the motivation for learning a foreign language. This is because the learners' online daily activities are pretty similar to the ones that they do in class to study a language. In addition, the applications of language learning/ teaching like social constructivism, informal learning, learner involvement and cooperative learning are supported by the use of web 2.0 technologies. For all these reasons mentioned by the participants, it can be said that they displayed positive attitude toward web technologies in their learning environment even though some participants stated their hesitation on the strong possibility that their classrooms would not be equipped with technology and have access to the web technologies whenever they needed.

Similarly, in another study based on the participants' practice of the web technologies conducted by Oliver (2012), in-service teachers' perceptions toward the integration of web 2.0 tools to their graduate-level technology integration course via assignments were investigated. With the use of the free web 2.0 tools, the teachers from different parts of the states found the opportunity to work together on the same assignments. To enable meaningful interaction and free access, Blogs, Google Docs and Spreadsheets, del.icio.us, and Trailfire were used. Five different assignments were given to the participants and at the end of each assignment, what the participants have thought of it was revealed. Oliver (2012) believed in the necessity of integrating the web 2.0 tools to the course since the teachers now need to adapt the 'read and write' web as much as their students do. In addition, these tools foster collaboration among teachers and they can make use of these tools in their own classrooms. At the end of each assignment, the participants mentioned that they were useful in a way that they make students spend their time learning on the Internet, discover numerous resources while searching the topic of the assignment, connect ideas, and organize sources and strategies.

Moreover, Gray et al. (2012) explored the Australian academics' assessment of students' web 2.0 activities. Believing that convincing the students to adapt a new type of assessment is not so easy, Gray et al. (2012) wondered whether integrating the web 2.0 activities for assessment purposes worth the effort. The advantages of assessing the students with web 2.0 activities, its educational worth and value in assessment together with academics' experiences were considered. For data collection, an anonymous online survey and an optional semi-structured interview were used. The data was gathered from the academics who used web 2.0 technologies before in their classes for the purpose of assessment. 64 participants responded to the online survey and 22 of them were interviewed. The results suggested that wiki writing and blogging were used by the participants much more than any other web 2.0 tools. Since the participants were from the different departments, the weights of the web 2.0 activities showed variance from one department to another, which shows the value attributed to these types of assignments. The learning outcomes below when assessed by the web 2.0 assignments were found useful:

- generic or graduate skills or attributes
- specialized knowledge or skills required in a discipline or profession
- foundation knowledge or skills preparatory to a discipline or profession (p.5)

The challenges of the use of assessment with web 2.0 activities mentioned by the participants are stimulating the student creativity, figuring out how a web 2.0 assignment works, making students to work effectively with web 2.0 activities since these activities require extra effort and time, developing strategies on how to guide the students online, leading students in co-creation and collaboration and developing a pre-specified criteria for grading and giving feedback. Academics mostly prefer grading the assignments by themselves and additionally provided feedback even though it is deduced in the study that the academics are not following an established framework for marking and feedback. This is mostly related to not having specific criteria for the assignments done via web 2.0 technologies. When the risks were investigated in terms of major assessment policy issues, academics were not clear on some issues like offering supplementary assessment, keeping students' graded works on file, securing the student identity and privacy online and keeping the records of the students' works for further study. Other than a few challenges and risks, the academics generally found the assessment with web 2.0 tools necessary and valuable. Limitations of this study originated from the relatively low number of participants and their being inexperienced in the use of assessments with web 2.0 assignments. Even though the students' use of Web 2.0 technologies is increasing every day, the assignments given with web 2.0 activities are still mostly low and medium stake. It has been suggested by Gray et al. (2012) that to obtain an in-depth understanding related to the use of web 2.0 assessment, university students' perspectives on these kinds of assessments should be investigated.

In another study conducted by Sağlam and Sert (2012), perceptions of the nine ELT instructors toward the use of technology in language teaching were investigated. All the participants had MA TEFL degrees and over six years of experience. Since the teachers were not given professional training on how to integrate technology to their

classes, according to Sađlam and Sert (2012) it was necessary to learn these teachers' thoughts and perceptions of technology in several aspects. Data was collected via semi-structures interviews as the main data source, open-ended questionnaires and field notes. Since the participants believed that technology brings along option for continuous feedback, experience while learning, motivation and practicality, multiple learning styles with it, the participants were in favor of technology in language learning environment. Moreover, the participants were inclined to consider the gap between 'the digital natives' the students and the 'digital immigrants' the teachers themselves; therefore, they approved the integration of technology as it is hard to ignore the fact that students spend most of their time outside the class on the Internet. On the other hand, some issues were of concern such as the idea that technology creates a sense of isolation. In addition, the participants mentioned that the students are not equipped with the necessary technological skills as they were not exposed to the technology integrated courses in their high schools. That is a fact that cannot be ignored for at least Turkey. Here, other than few private high schools, the students were not getting prepared for the technology integrated courses at universities. It is not just the students but also the teachers lack the proper training to offer technology integrated courses, which was revealed in the study as a fact that keeps teachers behind. What Pan and Franklin (2011) found out also supported Sađlam and Sert (2012)'s study that in-service teachers do not prefer integrating web 2.0 tools to their classrooms since they have a low level of self-efficacy in using web 2.0 tools. As a result, the teachers keep designing courses where limited interaction and static content are enabled. The reluctance that was displayed by the teachers in integrating technology to their courses was possibly originated from their lack of training. What was realized when the data was gathered from the participants is that the participants' institution policy was a determining factor in participants' being fully aware of the advantages and disadvantages of technology integration and showing positive attitude toward it. Even though the participants' institution is paying attention to providing the teachers the necessary technical equipment, the participants believed that technology should be more systematically integrated in an organized fashion with preset curricular objectives. The disadvantages of technology integration indicated by the participants were mostly related to the technical difficulties and

inaccessibility of technology. The technical difficulties were not just caused by the teachers' lack of training but also students' not being knowledgeable enough to do their tasks by reaching the reliable sources, making distinction between the relevant and irrelevant information, and avoiding the harms of the internet. Hence, even if it is deduced from the study that the teachers needed in-service training to understand how technology could be used to support education, the students should also be equipped with the required technologies skills.

Kumar and Vigil (2010) examined pre-service teachers' perspectives on the use of web 2.0 technologies in teacher education courses. In the study, the participants' ideas on how valuable these technologies can be in their own courses and their professional career were reflected. In addition, the teacher educators' use of web 2.0 technologies in the participants' classes were also mentioned. Moreover, the suggestions of the participants on how the future pre-service teacher education should be were presented. This study is crucial in providing insight on how to prepare the pre-service teachers for the digital age where the students are all digital natives since it helps understanding the perspectives, needs and practices of pre-service teachers better. Data was collected from 54 pre-service teachers at a northeastern private university in the US through an open-ended survey. The participants indicated that their professors used web 2.0 technologies to share the materials of the class, communicate, discuss, and collaborate with peers, upload videos and podcasts for reinforcing the subject of the class and provide extra materials. The students suggested that the teacher educators should teach how to use SmartBoards, integrate podcasts, online videos, google calendar and social bookmarking sites to their classes. It is understood that the pre-service teachers in this study are not yet aware that they can start producing by authoring and taking ownership of the online content but just view the web technologies as sharing course materials and communicating with the class members. What is suggested by Kumar and Vigil (2010) is that the pre-service teachers should be thought how to use web 2.0 tools to promote interaction, engagement and self-directed learning so that their students would take an active role in their own learning and contribute to the online content and the course curriculum.

Furthermore, in another study of Kumar (2009) the perceptions of undergraduate students toward inclusion of web 2.0 tools were investigated. As they spend most of their time daily with web technologies, the participants supported the integration of web 2.0 believing that there would be better instruction and enrichment in the learning environment. In a case study conducted by Brown and Warschauer (2006), it was revealed that the new teachers were not knowledgeable enough in integrating technology to their own classrooms since they were not sufficiently exposed to how to do so. Rizza (2000)'s study, on the other hand, proved that if the pre-service teachers were equipped with the required technological skills after being involved in a course where they are infused with instructional technology, their level of competency and comfort increases both as a student and a teacher candidate. Fook et al. (2011) explored ELT pre-service teachers' attitudes in integrating technology to the classrooms and suggested that pre-service and in-service teachers should be trained in ICT since there is an urgent need to meet the needs of the students. This suggestion was based on the comments of the participants who highlighted that the curriculum should be revised to include more ICT based learning for the pre-service teachers. In addition, Ishtaiwa and Dukmak (2013)'s study revealed that ELT pre-service teachers expressed that web 2.0 tools enhanced learning after they experienced the use of blog and wiki in the course they took. They believed web 2.0 tools help them to learn in collaboration, interact with each other, share what they know and have done together with developing reflective and critical thinking skills.

The studies cited above on the integration of Web 2.0 technologies into the classrooms mostly focus on revealing the perspectives of either the students or the pre-service teachers. Even though finding out the perspectives of the pre-service teachers and students are significant, it is important to discover the opinions after practicing the web 2.0 technologies in the classroom with participants and observing their reactions and collecting their ideas via data collection tools afterwards since the literature misses the relevant research conducted with real classroom practice. Hence, the present study investigates the attitudes of the participants by comparing their opinions before and after the implementation of tasks through web 2.0 tools.

CHAPTER 3

3. METHODOLOGY

Introduction

This chapter of the present study consists of the information related to the background, participants, data collection instruments and procedures, and data analysis methods.

3.1 Background of the Study

3.1.1 Setting and Participants

The study was conducted at the English Language Teaching (ELT) department of Istanbul University because of its convenience for the researcher. The data for this study was obtained from the undergraduate students who take the must course 'ELT Methods I' offered during the first semester of the second year.

From the 115 students who were taking the course 'ELT Methods I' in the fall semester of 2013-2014 academic year the data collected from 40 students were used for this study since these 40 students have fulfilled almost all the requirements of the study. While the 35 of the students have done all the requirements, 5 of them completed all six tasks except one task. The reason for including only the students who have attempted almost all the requirements is that the post-survey used for this study were asking for comparison among the tasks after they had been implemented in the course 'ELT Methods I' and if the students did not do all of the tasks, they wouldn't be in a position to compare the tasks with each other. Therefore, the researcher needed to exclude the 75 students from the study who did not attempt more than four of the tasks.

At the beginning, the students were given a consent form (please, see Appendix A) and clearly stated that neither signing the consent form nor filling in the pre- and post-surveys are obligatory. Only doing the six tasks designed especially for the study but also used as the course assignments was obligatory since the grades the students get from the tasks will impact 30% of their overall grade in the course. The data collection procedure of the study lasted for the whole fall term which consists of a 14 week period. During this period, the researcher was available for contact with the students at the 'ELT Methods I' class hours, office hours since the researcher works as a research assistant at the ELT department of Istanbul University, via email or Edmodo which is an online platform used especially for the tasks of this study. The researcher's being a research assistant at the same department was an advantage for both the participants and the researcher herself since the students had the opportunity to consult the researcher to find solutions to their problems or clarify the issues related to the tasks whenever they needed and the researcher had chance to observe the students' progress and talk to them about their attitudes, problems, ideas related to the tasks not just during the class hours but also off class time.

3.2 Data Collection

3.2.1 Data Collection Instruments

For the present study, four data collection instruments were used: a pre-survey, reflection papers, a post-survey, and a semi-structured in-depth interview. The pre-survey designed for revealing the attitudes of the participants toward assessment and technology was conducted at the beginning of the term before the researcher started to assign the tasks. The reflection papers were collected from the participants right after each task. The post survey was implemented after the participants had submitted all the tasks. The in-depth interviews were conducted one week after the post-survey was conducted which was the end of the term.

Pre-Survey

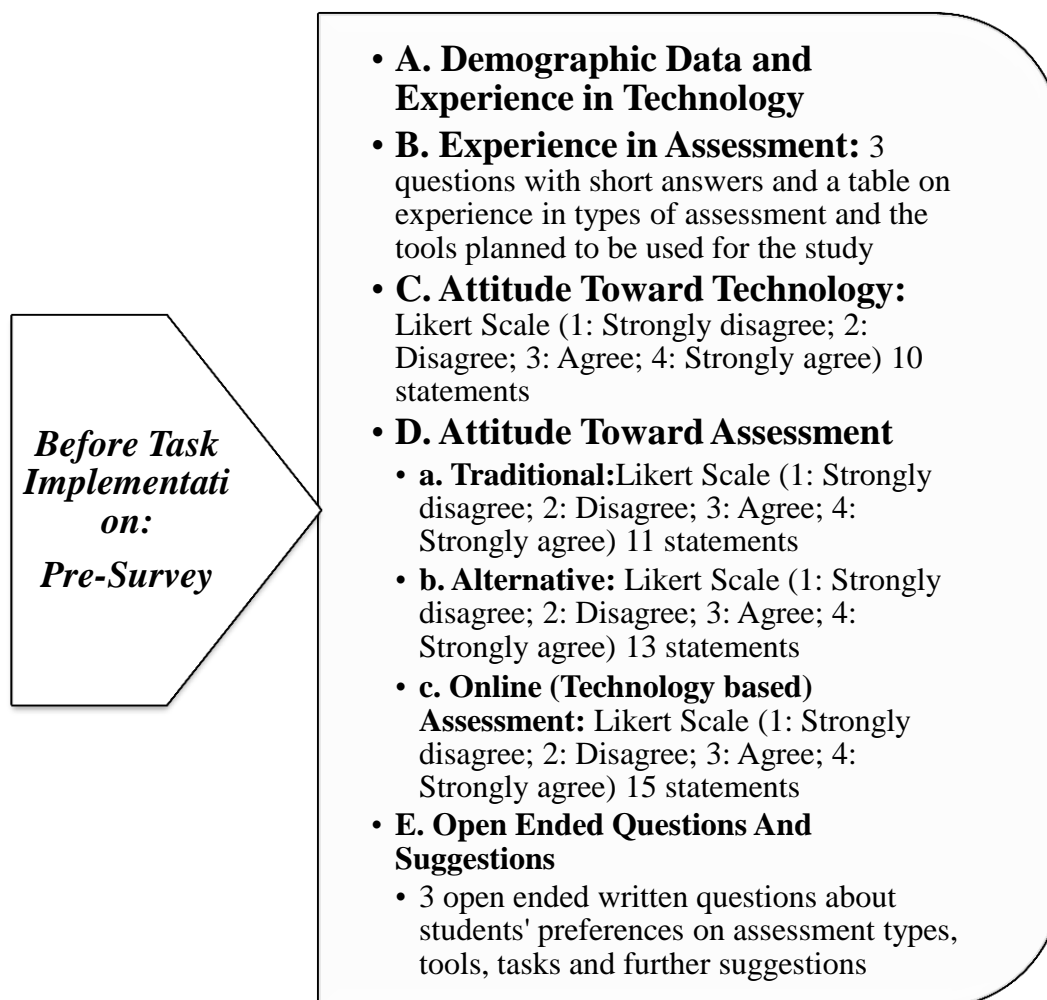


Figure 3.1 *Data Collection Instruments: Pre-Survey*

Pre-survey was designed by the researcher and its validity and reliability was checked by both the advisor of the researcher and the course instructor. The piloting of the pre-survey was conducted with 3 students from each grade, in total 9 students in the ELT department of Istanbul University except for the second grade students since the present study was planned to be conducted with the second graders. Two editions were made in the pre-survey according to the feedback of the piloting process. Firstly, most of the students asked questions about what the alternative assessment means. Therefore, the researcher added a short definition to the pre-survey. Also, the completion of the pre-survey by the students took 5 more minutes than the researcher expected. Therefore, the directions related to the duration

were edited by the researcher. After the editions were made according to the feedback of the piloting process, the finalized version of the pre-survey was prepared. The pre-survey consisted of five sections: Demographic data and experience in technology (Part A), experience in assessment (Part B), attitude toward technology (Part C), attitude toward assessment (Part D), and open ended questions and suggestions (Part E). In the demographic data and experience in technology section, the students were expected to fill in the parts asking for their age, gender, their experience in computer and internet technologies, the amount of their daily computer use, how they access the internet, if they have any formal training, the courses that they took on instructional technology, whether they are repeating the course or taking for the first time, and the reasons of their computer use. In part B, the students were expected to fill in the information related to the participants' experience in assessment. Part C and D were designed on a four-point Likert scale with values ranging from 1 to 4. In total there were 49 statements in part C and D. While part C is comprised of only one subsection which is investigating the attitudes of the participants toward technology, part D included three subsections. The first subsection of part D was investigating the participants' attitudes toward traditional assessment while second and third subsection of part D was designed for the purpose of revealing the participants' attitudes toward alternative and online assessment respectively. Part E included 3 open-ended questions on assessment and technology and one open-ended question for suggestions and further comments. (Please, see Appendix B)

Reflection Paper

When the task implementation process was first introduced to the participants, they were informed that each participant is expected to fill in a reflection paper right after each task. The researcher mentioned how they are supposed to fill in the reflection, what is expected of them and what the importance of filling in the reflection forms is. After filling in the reflection form, the students submitted the reflection forms together with the materials they prepared for each task. The reason for collecting a reflection paper right after each task is to find out their ideas before they forget about the tasks. The same reflection paper was given for every task to enable the

comparison among the participants' attitudes toward the tasks. The reflection paper included two sections; the first section consisted of 10 questions designed on a four-point Likert scale with values ranging from 1 to 4 while the second section included two subsections asking the participants to state 3 disadvantages and 3 advantages for the week's task in Part A and week's tool in Part B. In both Part A and B there is also one more question for the suggestions of the participants to improve the task and the tool. In the reflection papers, the questions were designed to reveal whether the participants have negative or positive attitudes toward the tasks, they are planning to use it in their teaching career and what sort of advantages, disadvantages and suggestions they come up with. The reflection papers were assigned 2 points out of the 5 points given for each task. Therefore, if the students fill in and submit the reflection paper for all six tasks, they get 12 points out of the 30 points assigned for the tasks in total. The researcher assigned points for each reflection paper to make sure every student state their opinions on each task that they have completed. (Please, see Appendix C)

Post-Survey

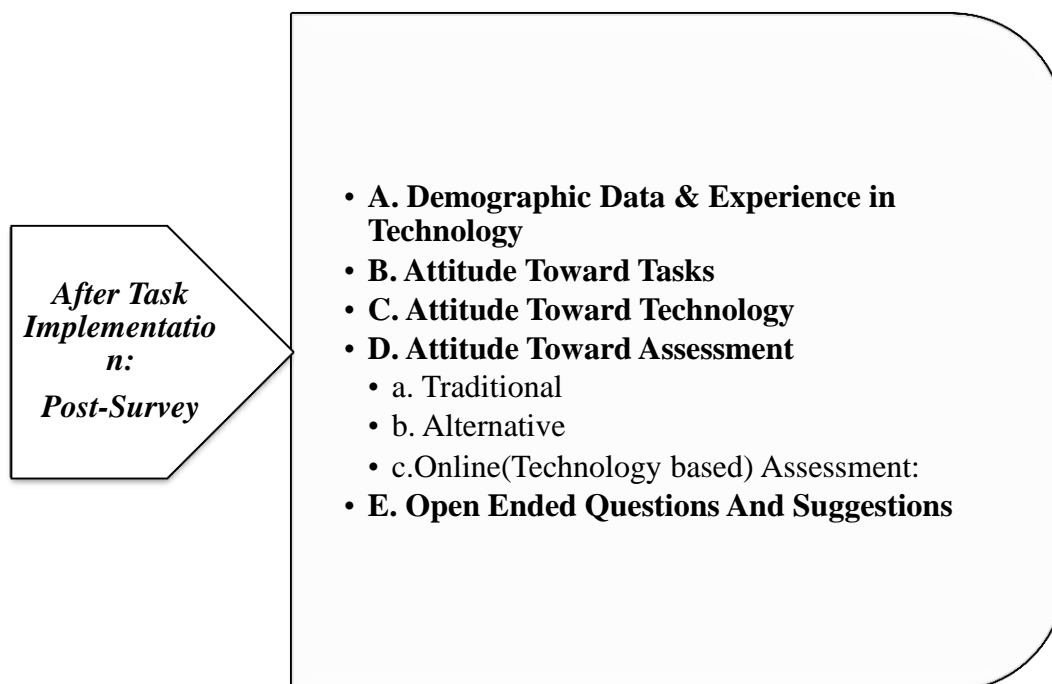


Figure 3.2 *Data Collection Instruments: Post-Survey*

Post-survey was designed by the researcher and its validity and reliability was checked by both the advisor of the researcher and the course instructor. The post-survey consisted of five sections: Demographic data and experience in technology (Part A), attitude toward tasks (Part B), attitude toward technology (Part C), attitude toward assessment (Part D), and open ended questions and suggestions (Part E). In the demographic data and experience in technology section, the students were asked to provide the information related to their age, gender, their experience in computer and internet technologies, the amount of their daily computer use, how they access the internet, if they have any formal training, the courses that they took on instructional technology, how proficient they feel as an internet user, whether they are repeating the course or taking for the first time, and the reasons of their computer use. In Part B, the participants revealed their attitudes towards the tasks including the tools, the reflection paper, feedback types and Edmodo by filling out the two tables, the two open ended questions and 16 statements designed on a four-point Likert scale with values ranging from 1 to 4. In Part C and D are exactly the same with pre-survey including the same 49 statements. The reason why we used the same two parts of pre-survey is to see whether the attitude of the students toward technology and assessment has changed after the implementation of the tasks. Part E consisted of two open ended questions which asks for the participants' preference among three assessment types as a student and as a teacher candidate separately and one open ended question seeking suggestions and further comments on integrating technology to the courses for the purpose of assessment. (Please, see Appendix D)

Interview

As the last data collection instrument, with the purpose of thoroughly finding out what the participants think of the assessment process via online tasks and also triangulating the data analysis process, interviews were conducted with four of the participants. The interviews took place one week after the post survey was conducted. At the beginning of each interview, interviewees were explicitly stated

that participating in the interview is not obligatory and they can quit the interview whenever they want with or without providing any reasons. In addition, the participants were informed that their voice would be recorded and their oral permission was granted at the beginning of each interview. For the sake of the quality of the interviews, Turkish was used as a medium of communication to take precautions against language interference which may hinder the message given by the interviewees.

The interview questions were planned under five sections considering the research questions of the present study: A) Tasks in general, B) Advantages and Disadvantages of Online Tasks or Tools, C) Online vs. Traditional Assessment, D)Future plans as teachers in relation to Online Assessment, and E) Further questions and comments. The questions of the interview were checked by the advisor of the researcher and few changes were made in the wording and arrangement of the questions according to the sections of the interview to clarify the meaning of each question and hinder any sort of impression that directs the participants to give specific answers. In total, there were 29 questions in the finalized version of the interview.

The interview date and time were specified by the participants and a room at the ELT department which is available and quite enough was arranged by the researcher. The participants were interviewed one by one and the interviews were recorded by the smart phone varying between 35 and 57 minutes. All the interviews were transcribed and coded by the researcher for the data analysis.(Please, see Appendix E)

Table 3.1 *The interview dates and duration of the interviews*

Participants	Interview Dates	Duration of the Interviews
Participant 1	December 30, 2013	57 min. 41 sec.
Participant 2	December 31, 2013	35 min. 37 sec.
Participant 3	December 30, 2013	49 min. 03 sec.
Participant4	January 07, 2014	48 min. 06 sec.

3.2.2 Data Collection Procedures

The study was conducted in the course ‘ELT Methods I’ which is offered during the first term of the second year of the ELT Department. After the course instructor gave approval for the implementation of the study in the mentioned course, the researcher designed the tasks appropriate both for the course content and schedule. This study was conducted during the fall term of the 2013-2014 education year.

Introduction to the tasks

On September 25, 2013 which is the second week of the term, the students were introduced to the task implementation process. Considering the possibility that the students may not show up for the first week’s class, the tasks were introduced in the second week. They were clearly informed that the data gathered from the tasks would be used for the study that the researcher conducted. Additively, the researcher stated that although not completing the tasks and reflection papers would impact their overall grade, the participants neither have to fill in the pre- and post-survey nor participate in the interviews. By this way, the students were given chance to fulfill their responsibilities just for the course but not participate in the study.

As one of the data collection instruments which is the part of the task implementation process, reflection papers were introduced to the students. One sample copy of the reflection paper was shown to the students via a projector together with the detailed explanations made on the significance of the reflection papers, how they are supposed to fill in the form and what is expected of them.

After the task implementation process was briefly explained, the students were introduced to the educational platform, ‘Edmodo’ which is used for uploading and downloading task materials and contacting the teacher or the other students. To have a more organized system, within the main class group, subgroups for each task was formed by the researcher. Therefore, the students were able to find the materials of relevant task in its own subgroup. The students were given one week to familiarize themselves with Edmodo and ask their questions related to it to the researcher.

As soon as the questions of the students related to the tasks and Edmodo were explicated, the students were distributed the informed consent forms to specify who will participate in the current study. Then, the students who agreed to take part in the study were given the pre-surveys to fill and hand them in to the researcher.

Task Implementation Process

There were six tasks designed for this study. The number of the tasks was arranged considering the weeks that the course instructor is planning to integrate a task. In some weeks, there were no tasks assigned since the course instructor did not feel the need to integrate a task to every week. The instructor especially preferred to integrate the tasks to the weeks in which broader subjects will be taught. On the other hand, the researcher also did not want to implement a task every week not to put so much pressure on the students and also to give the necessary time for the completion of each task. While some of the tasks were given one week, some others were given two weeks to complete according to the workload of each task. Table 3.2 below shows the weekly schedule of the term including the weeks in which tasks were assigned.

Table 3.2 *Weekly Schedule of the Term*

Week	Date	Topic	Tasks
1	September 18, 2013	An Introduction to Language and Language Teaching	-
2	September 25, 2013	Before the 20th Century	Introduction to the tasks Pre-survey
3	October 02, 2013	The Grammar Translation Method	Task 1
4	October 09, 2013	The Direct Method	Task 2
5	October 16, 2013	The Reading Method	-
6	October 23, 2013	The Army Specialized Training Program	-

Table 3.2 *Weekly Schedule of the Term (continued)*

Week	Date	Topic	Tasks
7	October 30, 2013	The Audio-Lingual Method	Task 3
8	November 06, 2013	The Situational Method	Task 4
9	November 13, 2013	Community Language Teaching	-
10	November 20, 2013	Total Physical Response	Task 5
11	November 27, 2013	The Silent Way	-
12	December 04, 2013	Communicative Language Teaching	Task 6
13	December 11, 2013	Suggestopedia	Post-Survey
14	December 18, 2013	Revision	-

In the weeks shown in Table 3.2 above, during the last 15 minutes of the class hour, the researcher assigned the relevant task with necessary explanations via a short presentation including the tasks' materials designed beforehand. In the materials of each task, a guideline, rubric, sample task, reflection paper has been shown in class and uploaded to Edmodo after the class hour. The students were clearly stated what was expected of them in each task, how they would be assessed, what attainments they would have at the end of each task. From task to task some additional materials changing according to the nature of the task were also uploaded to Edmodo.

Introduction Week: (Sept 25)

- The task implementation process and the terms related to the study were briefly introduced to the students with a short presentation.
- In the presentation, ‘Web 2.0 tool’ as a concept was defined and exemplified with various tools. It was clearly indicated that a different Web 2.0 tool would be used for each task. The process of learning how to use each tool would be supported with in-class demonstrations and uploads of tutorials created especially for each tool.
- The requirements and the importance of the reflection papers were explained to the participants.
- Edmodo as the educational platform used for the tasks was introduced to the students.
- Informed consent forms and pre- surveys were distributed to the students.

Task 1: (Oct 2)

- The guideline of Task 1 was presented in the video format. The students were expected to watch the video and find out what they were supposed to do for the task.
- Along with the directions of the task, a reflective question about the week’s subject ‘Grammar Translation Method’ was asked in the video. After learning what the reflective question was, the students were expected to give an answer to the reflective question by recording their voice for maximum 60 seconds via ‘Voki’ which is a Web 2.0 tool that helps you create a speaking avatar for learning purposes.



Figure 3.3 A screenshot from 'Voki' main page

- The students were given one week to complete this task. When their voice records were ready, the students were expected to fill in the reflection paper which was given at the end of each task for data collection purposes.
- In the end, the students uploaded the video together with the reflection paper to Edmodo 'Task 1 group'.
- For this task, the teacher gave feedback to the students for further corrections and positive reinforcement. (Please, see one sample student copy of Task 1 in Appendix F)

Task 2: (Oct 9)

- For Task 2, each student designed a quiz covering the most important characteristics of 'Direct Method' via 'Testmoz' which is a Web 2.0 tool used for generating tests in four question types and grades the tests automatically.

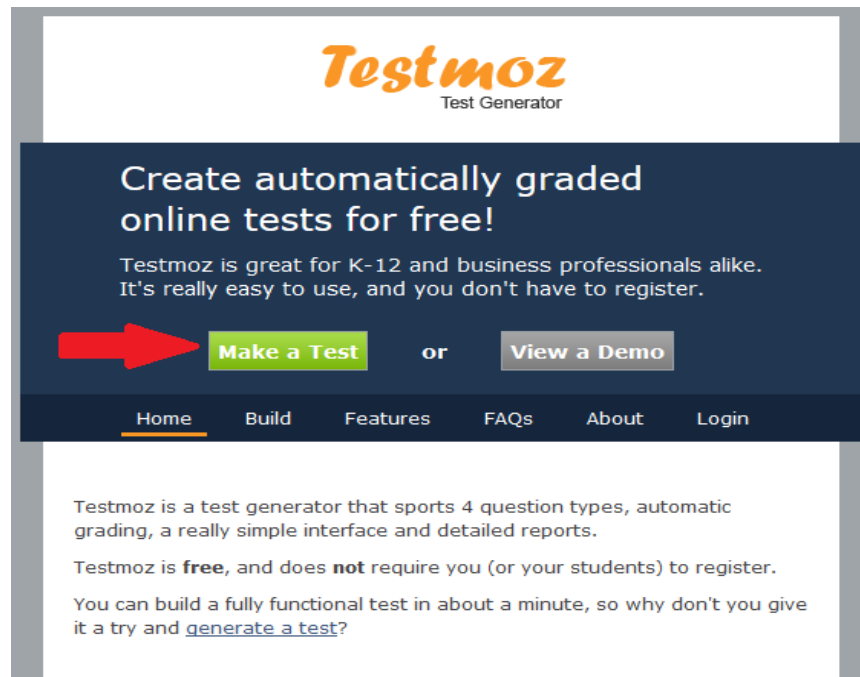


Figure 3.4 A screenshot from 'Testmoz' main page

- In addition to the directions of the task, a sample test was shown to the students explaining how to form different type of questions. The students were given two weeks to complete this task.
- When their tests were ready, they were supposed to do two other students' quizzes and computer provided the feedback immediately.
- Teacher monitored the progress of the students via the administration code that Testmoz provided.
- In the end, the students uploaded their reflection papers for Task 2 on Edmodo. (Please, see one sample student copy of Task 2 in Appendix G)

Task 3: (Oct 30)

- In Task 3, the students were expected to design a mindmap by brainstorming and outlining the most significant characteristics of the 'Audiolingual Method' via 'Mindomo' which is a Web 2.0 tool utilized for preparing mindmaps and sharing it in a common place.



Figure 3.5 A screenshot from 'Mindomo' main page

- Right after the directions of the task were indicated, the students were shown a sample mindmap and provided further mindmaps done by other people around the world. The students were given one week to complete this task.
- As soon as their maps were ready, the students posted the links of their maps to the home page of the Task 3 subgroup so that other students could see and evaluate it.
- In this task, the feedback was given by the whole class. Every student needed to examine the other students' maps in details to rate via emoticons that Edmodo enabled and give feedback on the same group page.
- When the whole class feedback process was over, the students submitted their maps' links and reflection papers on Edmodo. (Please, see one sample student copy of Task 3 in Appendix H)

Task 4: (Nov 6)

- Since the participants were pre-service teachers, they were expected to design a classroom activity reflecting the crucial characteristics of the 'Situational

Method’.

- Each student worked in groups of five and as a Web 2.0 tool Facebook was used for this task since Facebook enables a suitable environment for interactive tasks.

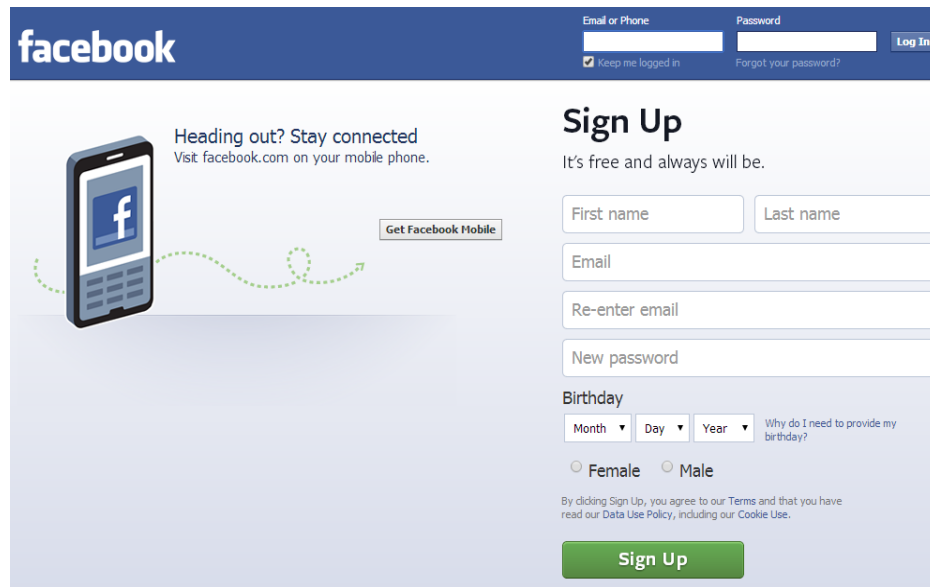


Figure 3.6A screenshot from 'Facebook' main page

- The expectations from a classroom activity were defined and exemplified with sample videos.
- When the activity of each group was ready, one person from each group posted their activity template to the home page of the Task 4 subgroup. Each group examined the other groups' templates and chose the best template by leaving a comment explaining why they liked it best.
- Then, each student filled in the group evaluation form assessing their own group members' performance. In this task, the feedback was given by both among the groups and among the group members.
- Lastly, the students filled up the reflection paper and submitted it with group evaluation form and the activity template. (Please, see one copy of the group evaluation form in Appendix I and one sample student copy of Task 4 in Appendix J)

Task 5: (Nov 20)

- In Task 5, students worked in pairs and designed a poster covering the most important characteristics of ‘Total Physical Response’.
- For designing the poster, the students used Glogster as a Web 2.0 tool which enables its users to design free interactive posters.

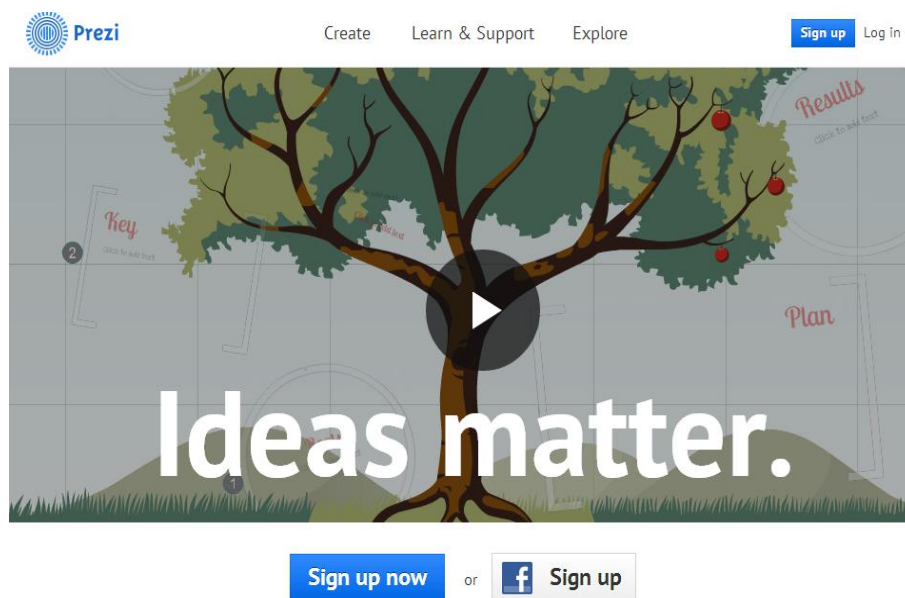


Figure 3.7A screenshot from ‘Glogster’ main page

- The students were provided with detailed task descriptions and sample glogs.
- In this task, pairs assessed each other via a pair evaluation form.
- The students filled in the reflection form after they had designed their poster and had completed the pair evaluation form.
- Each student submitted their tasks by uploading the link of their poster, pair evaluation form and reflection paper on Edmodo. (Please, see one sample copy of pair evaluation form in Appendix Kand one sample student copy of Task 5 in Appendix L)

Task 6: (Dec 4)

- In task 6, the students were expected to prepare a presentation covering the most important characteristics of ‘Communicative Language Teaching’ and record it.
- As Web 2.0 tools two different tools were used: Prezi for preparing the presentation and Screencast-O-Matic for recording the presentation together with the presenter’s voice.



To inspire change, change your presentation tool

Figure 3.8A screenshot from 'Prezi' main page



Figure 3.9A screenshot from 'Screencast-O-Matic' main page

- Guideline on what they were supposed to do for Task 6 and how they would use the tool was given with a short presentation during the class hour.
- The students worked individually for this task and assessed themselves via a self-evaluation form.
- The students filled in the reflection paper after they prepared the record of their presentation and self-evaluation form.
- The students submitted the task by uploading the record of their presentation, self-evaluation form and reflection paper on Edmodo. (Please, see one sample copy of self-evaluation form in Appendix M and one sample student copy of Task 6 in Appendix N)

Post-Survey

On December 11, 2013, the students were distributed the informed consent forms and reminded one more time that it was not obligatory to fill in the post-surveys. Then, the students who volunteered to participate in the study were given the post-surveys to fill and hand them in to the researcher.

Interviews

As the last data collection instrument, the date and time for face-to-face semi-structured in-depth interviews were specified with the volunteer students. Without any problems, the interviews were conducted with the participants.

Feedback

For each task, a different type of feedback was specified to see how the students would handle the various feedback types and what the attitudes of the students would be. From Task 1 to Task 6 the feedback types are ordered from guided to freer. Table 3.3 below shows each task in relation to its feedback type.

Table 3.3 *Feedback types for each task*

Tasks	Feedback type
Task 1	Instructor evaluation
Task 2	Computer-based evaluation
Task 3	Whole class evaluation
Task 4	Group evaluation
Task 5	Pair evaluation
Task 6	Self-evaluation

Grading

The course requirements for the grading system of the course ‘ELT Methods I’ implemented during the fall term of the 2013-2014 academic year at Istanbul University ELT department is presented below in the Figure3.3 .

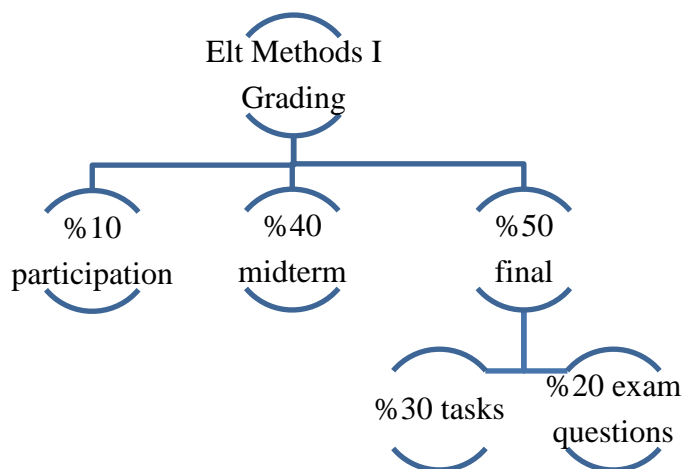


Figure 3.10 'ELT Methods I' course grading system

The course instructor and researcher explained tasks' share in the grading system explicitly at the beginning of the term to make everything clear for the students. It was clearly indicated that the data gathered from the tasks would be used for the study that the researcher conducted. As it is shown in Figure 3.3 above, out of the 100% of the overall grade, the tasks were given 15%; that is, out of the final exam the tasks were graded 30%. Since there were 6 tasks implemented in the course 'ELT Methods I', each task was assigned with 5 points in total. Out of the 5 points, 3 points were assigned to the task itself while the 2 points were assigned to the reflection paper submitted in each task.

Since the tasks differed from one another, the same rubric could not have been used for all the tasks. Therefore, the researcher designed the rubrics for each task separately. Technical quality of the task wasn't counted as criteria since the students may differ in terms of their technical knowledge and the skills for the various reasons like not having access to the internet or computer, not being interested in Web 2.0 tools etc. (Please, see a copy of the rubrics for each task in Appendix O)

3.3 Data Analysis Methods

In this study both qualitative and quantitative data were gathered and analyzed. The qualitative data was collected via open-ended questions in the pre- and post-surveys, reflection papers and semi structured in-depth interviews. To analyze the qualitative data, a qualitative data analysis method, constant comparative method was used. Originally introduced by Glaser and Strauss (1967), the constant comparative method was defined by Maykut and Morehouse (1994) as:

A method of analyzing qualitative data which combines inductive category coding with a simultaneous comparison of all units of meaning obtained. As each unit of meaning is selected for analysis, it is compared to all other units of meaning and subsequently grouped (categorizing and coded) with similar units of meaning. If there are no similar units of meaning, a new category is formed. In this process, there is room for continuous refinement; initial categories are changed, merged, or omitted; new categories are generated; and new relationships can be discovered (p. 134).

Creswell (2013) also defined the constant comparative method as:

The process of taking information from data collection and comparing it to emerging categories is called the constant comparative method (p. 86).

The responses of the participants to the open-ended questions in the pre-surveys, post-surveys and reflection papers were translated into English and categorized. The data collected via the interviews were first transcribed, translated into English and categorized. To establish intercoder reliability for the purpose of enhancing the research quality of the current study, one expert from the field of English Language Teaching coded 10% of the qualitative data collected from the participants. The codes of the expert and those of the researcher were compared and both coders agreed on the coding. The quantitative data collected from the pre-surveys, post-surveys and reflection papers were statistically analyzed using the program Statistical Package for the Social Sciences (SPSS), version 20.0. To analyze the quantitative data in the pre-surveys, post-surveys and the reflection papers, the statements which

were structured on a four-point Likert scale were assessed with values ranging from 1 to 4. The scorings for the statements were as follows: Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1. In the Part B-I and B-IV of the post-surveys, the statements were also structured on a four-point Likert scale and assessed with values ranging from 1 to 4. The scorings for the statements were respectively as follows: Extremely Effective = 4, Effective= 3, Ineffective = 2, Not effective at all= 1 and Very beneficial = 4, Beneficial= 3, Not so beneficial = 2, Not beneficial at all= 1. The comparison analysis between the common parts of the pre-surveys and post surveys were made by running Shapiro-Wilks Normality Test and Mann-Whitney Testi (MW Rank Test). The common parts between the pre-surveys and post-surveys were Part C, Part D subsections a, b and c. To find out whether the data has a normal distribution, Shapiro-Wilks Normality Test was used. As a result of the analysis made viaShapiro-Wilks Normality Test, it was seen that the data was not normally distributed, in which case Mann-Whitney Test was used to figure out whether there is a difference between the attitudes of the participants in the common parts of the pre-surveys and post-surveys. The analysis of the data gathered from the reflection papers were made by running an ANOVA test in order to revealwhether there is a significant difference amongthe participants attitudes toward the tasks.

In this chapter, the information related to the research setting and participants, data collection instuments, data collection procedures and data analysis methods were described. In chapter four, the findings of the data analysis will be presented.

CHAPTER 4

4. RESULTS

Introduction

This chapter presents the results obtained from the pre-survey, reflection papers, post-survey and interviews respectively. To answer the research questions of the present study, both qualitative and quantitative data were gathered and analyzed. The purpose of gathering both qualitative and quantitative data is to find answers to the research questions of the study which investigate the perceptions of the participants about the use of Web 2.0 tools for the purpose of assessment and to what extent the experience with Web 2.0 tools for assessment affects the participants' attitude toward technology and assessment.

4.1 Pre-survey Results

Since it is the first data collection instrument, the pre-survey of the present study had been administered on September 25, 2013 before the tasks were implemented. In the pre-survey, both qualitative and quantitative data were gathered and analyzed for the purpose of answering the research questions in a broad sense. The quantitative data collected from pre-survey were statistically analyzed using the program SPSS version 20.0. The qualitative data were gathered through open-ended questions and analyzed via the constant comparative method which is a method used for analyzing qualitative data (Creswell, 2013). At the end of the analysis of the pre-survey, the researcher obtained the information on participants' demographic data, how experienced the participants are in technology, what their attitudes are towards technology and types of assessment.

4.1.1 Pre-survey Part A: Results

Part A in the pre-survey is comprised of 10 questions on the participants' demographic data and their experience in technology. The data was statistically analyzed and shown with the use of a table and pie charts. The table 4.1 below shows the information related to the age of the 40 participants.

Table 4.1 *Age of the participants: Pre-survey*

	N	Minimum	Maximum	Mean	Std. Deviation
A_age	40	18,00	34,00	20,1000	3,09507
Valid N (listwise)	40				

While the minimum age among the 40 participants is 18, the maximum age is 34. In this case, the mean of the participants' age is 20,100.

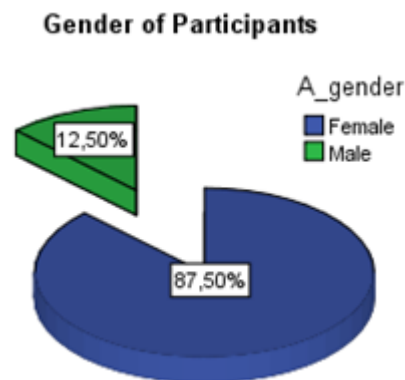


Figure 4.1 *Gender status of the participants: Pre-survey*

The second question in the pre-survey part A is related to the gender of the participants. It can be seen from the figure 4.1 below that 87,50% of the participants are female and 12,50% is male. That means the study has a female intensive population.

How long have you been using computer and internet technologies?

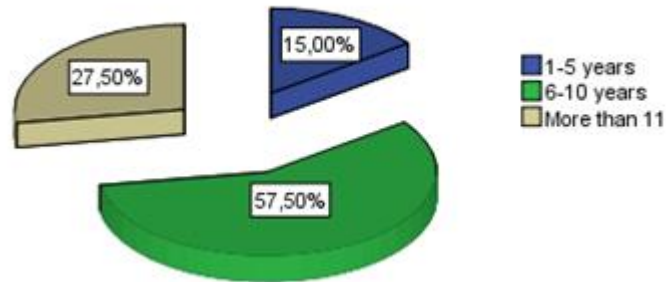


Figure 4.2. *The length of participants use of computer and internet technologies: Pre-survey*

Looking at the figure 4.2, it is shown that 85% of the participants have been using computer and internet technologies no less than 6 years.

For how many hours do you use a computer daily?

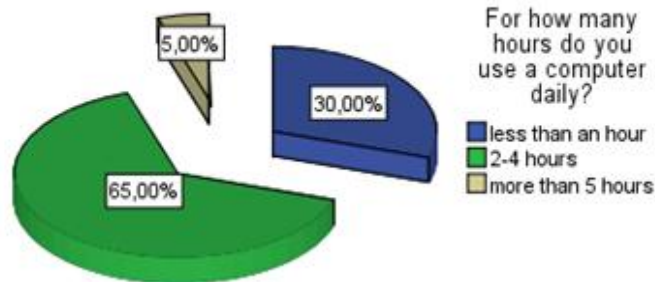


Figure 4.3 *The length of computer use daily: Pre-survey*

The figure 4.3 shows that the participants' daily use of the computers mostly vary between 2-4 hours (65%) while the rest of the participants use computers for less than an hour (30%) and more than 5 hours (5%).

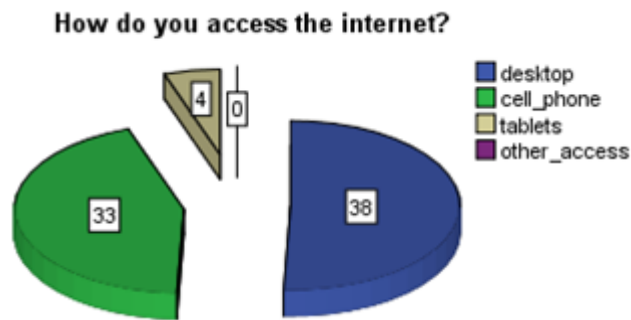


Figure 4.4 *The ways to access the internet: Pre-survey*

In figure 4.4, the participants stated how they accessed the internet. Some of the participants chose more than one option since in total 75 choices were made although the number of the participants in the present study is 40.

The figure 4.4 shows that 38 participants access the internet via desktop computer/laptop which is the way that the participants preferred to access the internet most. While 33 participants selected cell-phone as the tool to access the internet, 4 participants chose tablets. None of the participants selected the option ‘other’ for this question.

Have you ever received a formal training or attended a workshop or conference on computer and internet technologies?

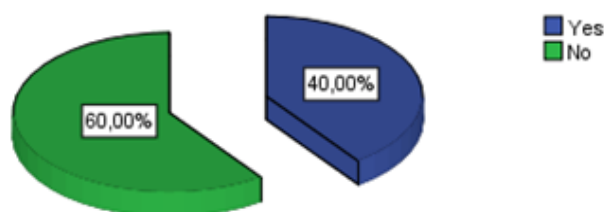


Figure 4.5 *Frequency of participants' taking part in formal training or workshop: Pre-survey*

In the figure 4.5 above, it is seen that 60% of the participants have not received a formal training or attended a workshop or conference on computer and internet technologies while 40% did.

Have you ever taken any courses in instructional technology?

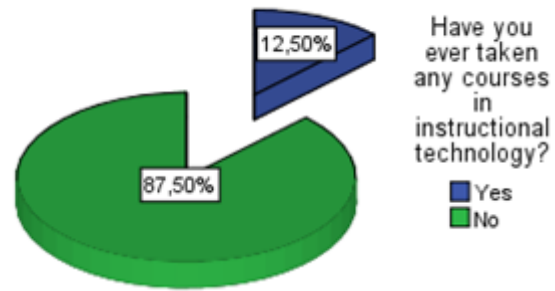


Figure 4.6 *The frequency of courses taken in instructional technology*

As it is shown in the figure 4.6 above, most of the participants (87,50%) did not take any courses in instructional technology before while the rest of the participants (12,50%) stated that they took courses in instructional technology. However none of the 12,50% of the participants indicated the name of the courses that they took before.

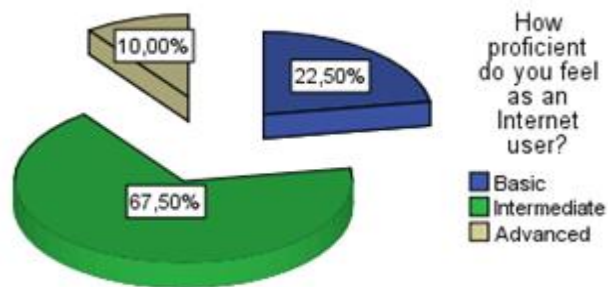


Figure 4.7 *Proficiency level as an internet user*

As it is clearly indicated in figure 4.7 below, more than half of the participants (67,50%) define themselves as intermediate level users of the internet in terms of proficiency while 22,50% asserts that they are basic and 10% advanced level of internet users.

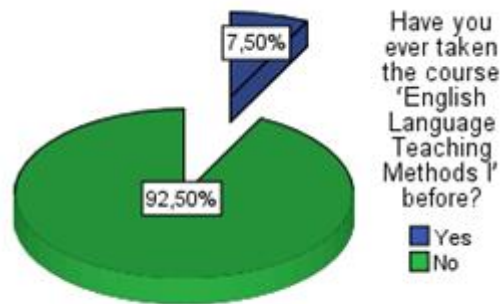


Figure 4.8 *The frequency of the number of the participants who took 'ELT Methods I' course before*

Shown in figure 4.8, almost all the participants (92,50%) stated that they were taking the course 'ELT Methods I' for the first time while 7,50% of the participants were repeating the course.

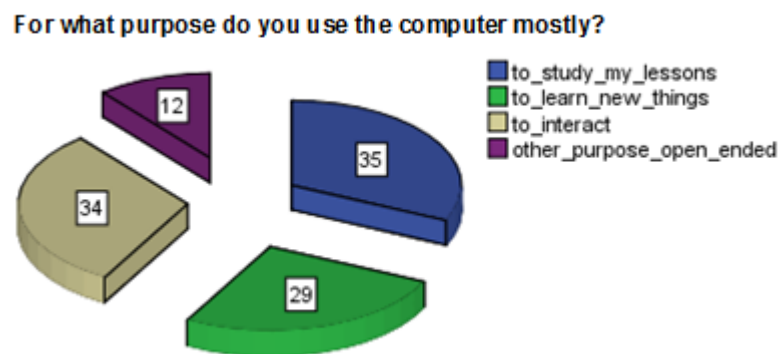


Figure 4.9 *The purposes of computer use mostly*

The figure 4.9 above displays the purposes of the participants for their use of computer mostly. 35 participants indicated that they use the computer 'to study their lessons' which is the option selected by the maximum number of the participants. With the 34 participants, 'to interact' is the second mostly mentioned reason by the participants. Additionally, 29 participants expressed that they use the computer mostly for 'learning new things' while 12 participants stated that they use computers for 'other' purposes. 12 participants who chose the option 'other' mentioned specifically

that they use computers for the purposes of ‘watching movies, videos, TV shows or news, having fun, and playing games’.

4.1.2 Pre-survey Part B: Results

In the second part of the pre-survey, the aim is to find out how experienced the participants are in assessment via three questions with short answers and a table on Web 2.0 tools that were planned to be used in ‘ELT Methods I’ course in task implementation process. The results of data analysis of pre-survey part B is given below with the use of pie charts and a table.

As it is shown in figure 4.10 below, almost all the participants (90%) did not take part in online assessment before. Therefore, the tasks implemented in the course ‘ELT Methods I’ was new for the students in the 90th percentile.

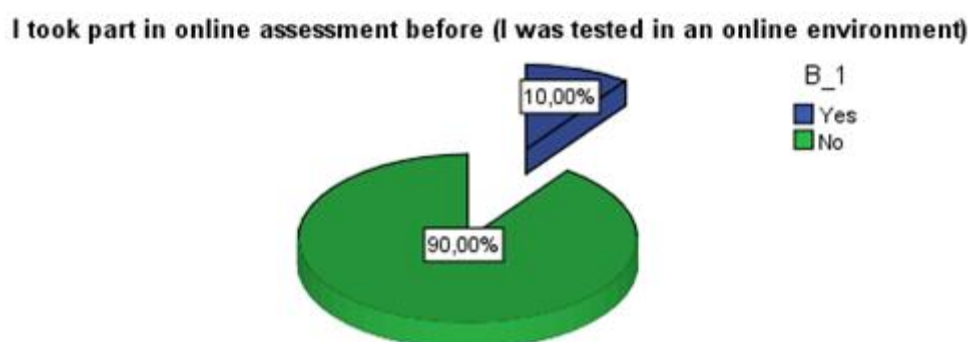


Figure 4.10 *The frequency of participation in online assessment*

The rest of the participants (10%) who were assessed online stated that not more than three times in the course ‘Grammar in Context’ they were assessed online. Only one participant stated that s/he was assessed more than 20 times in the online courses s/he took in the USA.

Since the reflection papers were used as one of the data collection instruments, the question on whether they had written a reflection paper before was placed in the pre-survey to see if they are knowledgeable on how to write a reflection paper or not. Also, this question was added to see whether they have any attitude toward filling in a reflection paper or they are neutral.

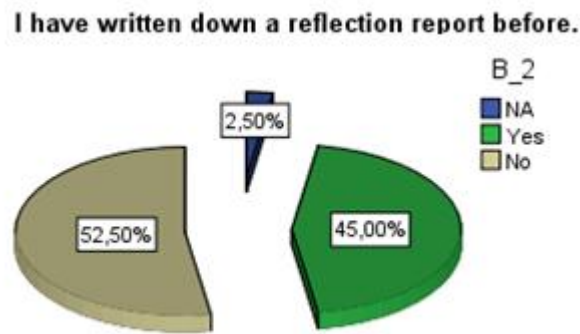


Figure 4.11 *The frequency of reflection report writing*

In the figure 4.11, it is seen that 45% of the participants had written reflection papers before tasks were implemented. 52.50 % of the participants; on the other hand, hadn't filled in reflection papers at all and 2,50% of them did not answer the question. The reason why the 2,50% of the participants did not give any answer to the question may originate from their unfamiliarity with the concept 'online assessment'.

The participants (45%) who selected the option 'yes' for the question explained further that they wrote a reflection paper once or twice in the courses 'Grammar in Context', 'Oral Communication' and/or 'German Language Teaching' before. Just like in the previous question only one participant mentioned that s/he wrote a reflection paper more than 20 times in the online courses s/he took in the USA.

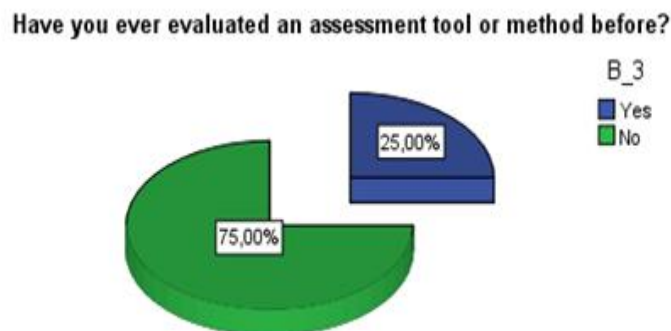


Figure 4.12 *The frequency of assessment tool or method evaluation*

As it is shown in figure 4.12, more than half of the participants (75%) stated that they had never evaluated an assessment tool or method before while one-third of the participants stated that they had evaluated a method or a tool before.

25% of the participants who chose the option ‘yes’ for the question indicated that they evaluated an assessment tool or method once in the courses ‘Grammar in Context’ and/or ‘Advanced Writing and Reading’ before.

In table 4.2 below, the analysis of the data that the participants provided on how often they used the tools to get grades in a course was provided.

Table 4.2 *The frequency of participants’ web 2.0 tools use*

	NA (No Answer)	Never	Once	2-5 Times	6-10 Times	More than 10 Times	Total
Voki	3 %7.5	36 %90	1 %2.5	-	-	-	40 %100
Testmoz	3 %7.5	36 %90	1 %2.5	-	-	-	40 %100
Mindomo	3 %7.5	37 %92.5	-	-	-	-	40 %100
Wiki	1 %2.5	9 %22.5	6 %15	9 %22.5	3 %7.5	12 %30	40 %100
Glogster	5 %12.5	34 %85	1 %2.5	-	-	-	40 %100
Prezi	3 %7.5	35 %87.5	1 %2.5	1 %2.5	-	-	40 %100
Sreencasting	3 %7.5	37 %92.5	-	-	-	-	40 %100
Edmodo	3 %7.5	33 %82.5	1 %2.5	3 %7.5	-	-	40 %100
Other?	21 %52.5	16 %40	-	1 %2.5	1 %2.5	-	40 %100

According to the table 4.2, it can be stated that almost all the participants (between 82,5% and 92,5%) had never used these tools to get grades in a course. Only the tool ‘wiki’ had been used once or more by the students. Only 9 students stated that they had never used wiki in their lives before. Other than these tools listed in the table 4.2,

at the end of the table there is one more row added for ‘other’ tools the students might have used before tasks were implemented. 52% of the participants did not write anything for this option while 40% of the participants stated never. This means that 92% of the students did not use any tools other than the ones listed in the table. In general, the analysis of the table 4.2 clarifies the fact that before the tasks were implemented most of the students had almost no ideas about the tools listed in the table except for wiki.

4.1.3 Pre-survey Part C: Results

The third part of the pre-survey was designed to gather quantitative data from the participants on their attitudes towards technology before they started doing the tasks. It contains 10 statements structured on a four-point Likert scale with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree* = 4, *Agree*= 3, *Disagree* = 2, *Strongly Disagree*= 1. Table 4.3 shows the analysis of the results.

Table 4.3 Results of the questions in pre survey Part C

General Attitude	Mean	N of Items
Item Means	3,103	10

Statements	N	M	SD	Answer Choices	f	%
1 I use the Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in my daily activities.	40	2,6750	,65584	Strongly Disagree	2	5,0
				Disagree	11	27,5
				Agree	25	62,5
				Strongly Agree	2	5,0
2 I believe I am more motivated by the use of technology in my courses.	40	3,0000	,71611	Strongly Disagree	1	2,5
				Disagree	7	17,5
				Agree	23	57,5
				Strongly Agree	9	22,5

Table 4.3 Results of the questions in pre survey Part C (continued)

Statements	N	M	SD	Answer Choices	f	%
3 I think technology should be integrated to our lessons more.	40	3,2250	,61966	Strongly Disagree	1	2,5
				Disagree	1	2,5
				Agree	26	65,0
				Strongly Agree	12	30,0
4 I learn better if I get to practice what I have learned with the help of multimedia such as images, videos, maps etc.	40	3,6000	,54538	Disagree	1	2,5
				Agree	14	35,0
				Strongly Agree	25	62,5
5 I think sharing what I learn in class with my classmates online is enjoyable.	40	3,0000	,78446	Strongly Disagree	2	5,0
				Disagree	6	15,0
				Agree	22	55,0
				Strongly Agree	10	25,0
6 Technological tools distract me in my learning.	40	3,1000	,81019	NA	1	2,5
				Strongly Disagree	11	27,5
				Disagree	25	62,5
				Agree	2	5,0
				Strongly Agree	1	2,5
7 I would like to see more examples of the use of technology in English classes.	40	3,2250	,61966	Disagree	4	10,0
				Agree	23	57,5
				Strongly Agree	13	32,5
8 I believe the use of technological tools improve my success in my courses.		3,0500	,50383	Disagree	4	10,0
				Agree	30	75,0
				Strongly Agree	6	15,0

Table 4.3 *Results of the questions in pre survey Part C (continued)*

Statements	N	M	SD	Answer Choices	f	%
9 I think I need the help of a classmate when I am learning with technology.	40	2,6000	,77790	Strongly Disagree	4	10,0
				Disagree	19	47,5
				Agree	14	35,0
				Strongly Agree	3	7,5
10 I would like to use technology to teach English to my students when I graduate.	40	3,5500	,63851	Disagree	3	7,5
				Agree	12	30,0
				Strongly Agree	25	62,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

In all the questions except for questions 1 and 9, the students have a highly positive attitude toward the use of technology in education. They generally chose 'agree' and 'strongly agree' as an answer for the questions 2,3,4, 5, 6, 7, 8, 10. Especially for the question 4, the students have the most positive attitude with the mean of 3,600. However, for the question 1 and 9 the students have a somewhat positive attitude with the mean of 2,675 and 2,600 respectively.

In the question 9, while 23 students chose 'strongly disagree' or 'disagree' as an answer, 17 students chose 'strongly agree' or 'agree'. Both of the numbers of students who agree or disagree with the question 9 are high and close to each other. Since this question is mostly related to working with a classmate while learning with technology, it cannot be assumed that the students who chose 'strongly disagree' or 'disagree' are against the use of technology in education. It is a possibility that the students may be against working with someone else instead of working alone.

In question 1, the same situation with the question 9 can be observed. In this question, while 13 students chose 'strongly disagree' or 'disagree' as an answer, 27 students chose 'strongly agree' or 'agree'. Since the number of the students who

chose ‘disagree’ or ‘strongly disagree’ for this question is also high, it can be said that some of the students do not use the Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in their daily activities. However, it may not mean that the students are against integrating technology into education.

Overall, according to the table 4.3, the general attitude of the participants toward the integration of technology into education is positive with the mean of 3,103. The majority of the participants stated that the use of technology in their courses motivates them (n=32); therefore, technology should be integrated to their lessons more (n=38). Except for only one participant, all the participants (n=39) believe that they learn better if they can practice what they have learned in class with the help of multimedia. Additively, most of the participants (n=32) believe that sharing materials online is fun, they (n=36) prefer seeing more examples of the use of technology in their English classes, and the use of technology improves their success (n=36). Most importantly, since the participants are ELT students, they (n=37) stated that they would like to use technology to teach English when they become full-time English teachers.

4.1.4 Pre-survey Part D: Results

D part of the survey questionnaire was designed to reveal the participants’ attitudes towards assessment types. The part D is composed of 39 statements in total which were structured on a four-point Likert scale with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1*. Part D was divided into three subsections according to the assessment types that the participants were expected to express their attitudes on: a) Traditional, b) Alternative and c) Online. According to the statistical analysis, for each subsection, the results for each item are presented below in the tables 4.4, 4.5 and 4.6.

4.1.4.1 Pre-survey Part D, Subsection a: Results

In the first subsection of Part D, the attitudes of the participants towards traditional assessment are revealed. The ‘subsection a’ includes 11 four-point Likert type questions with values ranging from 1 to 4. The scorings of the statements were as

follows: *Strongly Agree* = 4, *Agree*= 3, *Disagree* = 2, *Strongly Disagree*= 1. Table 4.4 shows the analysis of the results.

Table 4.4 *Results of the questions in pre survey Part D, subsection a*

General Attitude	Mean	N of Items
Item Means	2,223	11

Statements	N	M	SD	Answer Choices	f	%
1 I feel under pressure when I have to take the midterms and finals in class.	40	1,9500	,90441	Strongly Disagree	3	7,5
				Disagree	6	15,0
				Agree	17	42,5
				Strongly Agree	14	35,0
2 I prefer standardized/traditional tests to projects or take-home exams.	40	2,4250	,71208	Strongly Disagree	3	7,5
				Disagree	19	47,5
				Agree	16	40,0
				Strongly Agree	2	5,0
3 I believe the traditional measures are adequate to assess the students.	40	2,0500	,74936	NA	1	2,5
				Strongly Disagree	7	17,5
				Disagree	21	52,5
				Agree	11	27,5
4 I think traditional assessment methods cannot assess practical skills or application of knowledge.	40	2,1250	,79057	Strongly Disagree	2	5,0
				Disagree	9	22,5
				Agree	21	52,5
				Strongly Agree	8	20,0

Table 4.4 Results of the questions in pre survey Part D, subsection a (continued)

	Statements	N	M	SD	Answer Choices	f	%								
5	I believe by using only traditional assessment methods, instructors can understand the performance and progress of learners.	40	1,8000	,68687	Strongly Disagree	13	32,5								
					Disagree	23	57,5								
					Agree	3	7,5								
					Strongly Agree	1	2,5								
6	I think the traditional assessment methods are not enough to assess team or collaborative learning	40	1,8250	,44650	Disagree	1	2,5								
					Agree	31	77,5								
					Strongly Agree	8	20,0								
7	I feel secure when the nature of the criteria for assessment is specified by the teachers not the students.	40	2,7000	,85335	NA	1	2,5								
					Strongly Disagree	2	5,0								
					Disagree	10	25,0								
					Agree	22	55,0								
	Strongly Agree	5	12,5												
								8	The traditional assessment methods do not pay attention to the individual needs and interests of the students.	40	2,0250	,61966	Strongly Disagree	1	2,5
													Disagree	5	12,5
													Agree	28	70,0
Strongly Agree	6	15,0													
9	The traditional methods are used for the <i>assessment of learning</i> not the <i>assessment for learning</i> .	40	2,9250	,71432	NA	1	2,5								
					Strongly Disagree	8	20,0								
					Disagree	23	57,5								
					Agree	8	20,0								

Table 4.4 *Results of the questions in pre survey Part D, subsection a (continued)*

	Statements	N	M	SD	Answer Choices	f	%
10	I am satisfied with the grades that I receive from traditional types of assessment.	40	2,4000	,59052	Strongly Disagree	2	5,0
					Disagree	20	50,0
					Agree	18	45,0
11	I would like to use traditional assessment methods in my English courses when I graduate and become a teacher.	40	2,2250	,57679	Strongly Disagree	3	7,5
					Disagree	25	62,5
					Agree	12	30,0

Note. N = number, M = mean, SD = standard deviation, f= frequency

In table 4.4, the results of the analysis indicate that all the answers to the questions from 1 to 11 except for question 7 and 9 reflect a negative attitude towards the use of traditional assessment for educational purposes. One of the questions which is closest to the positive attitude toward the traditional assessment is question 7 for which 12 participants chose either ‘disagree’ or ‘strongly disagree’ as an answer while 27 participants chose ‘agree’ or ‘strongly agree’. Therefore, this question, with the mean of 2,700 is still taking a stand on the negative side with its 12 participants, has the highest number of participants revealing a positive attitude toward the traditional assessment methods. In this question, most of the participants (n=27) state that they feel secure when the decisions on the assessment criteria are given by the teachers. The other question for which the participants take a positive attitude towards the traditional assessment methods is the question 9. In this question, the participants (n=31) stated that the traditional assessment methods are not used for the ‘assessment of learning’ but the ‘assessment for learning’. That is, the students think that the traditional assessment methods contribute to the learning of the students instead of just assessing whether they have learned what has been taught or not. Hence, this question, with the mean of 2,925 shows a positive attitude toward the traditional assessment methods.

In questions 2 and 10, the number of the students who chose ‘strongly disagree’ or ‘disagree’ and the number of the students who chose ‘strongly agree’ or ‘agree’ are very close to each other. In question 2 while the number of the students who disagreed is 22, the rest of the students who agreed with this question are 18. This means that while almost half of the students prefer the traditional/standardized tests, more than half of the students prefer projects or take-home exams. It can be still said that the statistical analysis of this question reveal that the students have a negative attitude toward the traditional assessment methods.

Looking from the broader perspective, according to the table 4.4, the general attitude of the participants toward the traditional assessment methods in education is negative with the mean of 2,223. The participants, in general, indicate that they (n=31) feel stressed out in midterm and final exams and they (n=28) do not think that the traditional assessment methods are adequate to assess the students. In addition, the participants (n=29) believe that the traditional assessment methods are not able to assess the practical skills and not helpful in applying the knowledge. The participants (n=36) also indicate that the instructors cannot figure out the actual performance and observe the progress of the students with the traditional assessment methods. Additively, according to the participants, the traditional assessment methods cannot assess the collaborative learning enough (n=39) and do not give importance to learner needs and interests (n=34). Above all, the participants (n=28) as pre-service teachers stated that they would not prefer to use the traditional assessment methods when they start teaching full-time as an English teacher although 12 participants state vice versa.

4.1.4.2 Pre-survey Part D, Subsection b: Results

In the second subsection of Part D, the attitudes of the participants towards alternative assessment are revealed. The ‘subsection b’ includes 13 four-point Likert type questions with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree* = 4, *Agree*= 3, *Disagree* = 2, *Strongly Disagree*= 1. Table 4.5 shows the analysis of the results.

Table 4.5 Results of the questions in pre survey Part D, sub-section b

General Attitude	Mean	N of Items
Item Means	3,083	13

Statements	N	M	SD	Answer Choices	f	%
1 I think self-assessment through reflecting on my work is useful in our courses.	40	3,0000	,67937	Strongly Disagree	1	2,5
				Disagree	6	15,0
				Agree	25	62,5
				Strongly Agree	8	20,0
2 I think peer-assessment is useful in our courses.	40	3,0250	,76753	NA	1	2,5
				Disagree	5	12,5
				Agree	25	62,5
				Strongly Agree	9	22,5
3 I prefer to be assessed by a series of tasks throughout the semester instead of being assessed by just a midterm and a final.	40	2,9250	,91672	Strongly Disagree	3	7,5
				Disagree	9	22,5
				Agree	16	40,0
				Strongly Agree	12	30,0
4 I think both traditional and alternative assessment methods should be used in combination in a course.	40	3,4250	,59431	Disagree	2	5,0
				Agree	19	47,5
				Strongly Agree	19	47,5
5 I am more motivated by alternative assessment methods.	40	2,9250	,65584	Disagree	10	25,0
				Agree	23	57,5
				Strongly Agree	7	17,5

Table 4.5 Results of the questions in pre survey Part D, sub-section b (continued)

	Statements	N	M	SD	Answer Choices	f	%
6	Alternative assessment methods help me to become a more autonomous learner.	40	2,8500	,66216	Strongly Disagree	1	2,5
					Disagree	9	22,5
					Agree	25	62,5
					Strongly Agree	5	12,5
7	I think alternative assessment methods do not help me to improve myself more than the traditional assessment methods do.	40	2,8000	1,09075	NA	3	7,5
					Strongly Disagree	9	22,5
					Disagree	22	55,0
					Agree	4	10,0
					Strongly Agree	2	5,0
8	I would like to see more applications of alternative assessment methods in our courses.	40	3,0750	,57233	Disagree	5	12,5
					Agree	27	67,5
					Strongly Agree	8	20,0
9	Alternative assessment methods provide authentic and continuous assessment of students' progress.	40	3,2000	,60764	Disagree	4	10,0
					Agree	24	60,0
					Strongly Agree	12	30,0
10	I think in alternative assessment methods students get more detailed and practical feedback compared to traditional assessment methods.	40	3,1750	,59431	Disagree	4	10,0
					Agree	25	62,5
					Strongly Agree	11	27,5

Table 4.5 *Results of the questions in pre survey Part D, sub-section b*

	Statements	N	M	SD	Answer Choices	f	%
11	Alternative assessment methods provide students the opportunity to interact with their teachers and classmates during the teaching/learning process.	40	3,3750	,62788	Strongly Disagree	1	2,5
					Agree	22	55,0
					Strongly Agree	17	42,5
12	I believe alternative assessment methods do not improve my critical thinking skills more than the traditional assessment methods do.	40	3,1750	,67511	Strongly Disagree	12	30,0
					Disagree	24	60,0
					Agree	3	7,5
					Strongly Agree	1	2,5
13	I would like to use alternative assessment methods in my English courses when I graduate and become a teacher.	40	3,1250	,68641	Strongly Disagree	1	2,5
					Disagree	4	10,0
					Agree	24	60,0
					Strongly Agree	11	27,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

As shown in table 4.5, the results of the analysis reveal the fact that all the answers to the questions from 1 to 13 in the second subsection of Part D reflect that the participants have a positive attitude towards the use of alternative assessment methods in education. Especially in questions 4 and 11, almost all the participants supported the use of the alternative assessment methods with the mean of 3,425 and 3,375 respectively. In general, the students think that self-assessment (n=33) and peer assessment (n=34) are beneficial, alternative assessment is more motivating (n=30) and help the students be a more autonomous learner (n=30). In addition, the

participants (n=31) believe that alternative assessment methods help the students improve themselves more than the traditional assessment methods; therefore the participants (n=35) would like to see the examples of alternative assessment methods in classes. Also, the participants support the idea that alternative assessment methods are authentic, continuous (n=36) and provide more detailed and practical feedback (n=36). Thanks to the alternative assessment methods, the participants think that they can have a more interactive environment (n=39) and improve their critical thinking skills (n=36). Besides, obviously the students do not believe that the traditional assessment methods should not be used at all. To the contrary, considering the results of question 4's analysis, almost all the participants (n=38) think that traditional and alternative assessment methods should be combined. In question 3 also the idea in question 4 is supported. In question 3, while 28 students prefer tasks over a midterm and final, 12 students do not believe that the midterms and finals should be abolished and 12 students are a high number of people considering the total number of participants. Therefore, the idea that the participants cannot give up on the traditional assessment methods easily should be taken into consideration. The most importantly, the participants (n=35) indicate that they would like to use alternative assessment methods in their English courses when they become a full-time English teacher.

4.1.4.3 Pre-survey Part D, Subsection c: Results

In the third subsection of Part D, the attitudes of the participants towards the online assessment methods are investigated. The 'subsection c' includes 15 four-point Likert type questions with values ranging from 1 to 4. The scorings for the statements were as follows: Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1. Table 4.6 shows the analysis of the results.

Table 4.6 *Results of the questions in pre survey Part D, sub-section c*

General Attitude	Mean	N of Items
Item Means	2,762	15

Statements	N	M	SD	Answer Choices	f	%
1 I prefer being assessed by the use of technology instead of paper based tests.	40	2,3250	,79703	NA	1	2,5
				Strongly Disagree	3	7,5
				Disagree	20	50,0
				Agree	14	35,0
				Strongly Agree	2	5,0
2 I think the exams should also be integrated with the technology.	40	2,5750	,63599	Strongly Disagree	1	2,5
				Disagree	17	42,5
				Agree	20	50,0
				Strongly Agree	2	5,0
				NA	0	0,0
3 I prefer to receive private online feedback instead of getting it in front of my classmates.	40	3,0000	,87706	NA	1	2,5
				Strongly Disagree	2	5,0
				Disagree	3	7,5
				Agree	24	60,0
				Strongly Agree	10	25,0
4 I think online assessment methods can assess specific skills in English through computer-based testing better than other assessment methods.	40	2,3500	,80224	NA	2	5,0
				Strongly Disagree	1	2,5
				Disagree	19	47,5
				Agree	17	42,5
				Strongly Agree	1	2,5

Table 4.6 *Results of the questions in pre survey Part D, sub-section c (continued)*

	Statements	N	M	SD	Answer Choices	f	%
					NA	1	2,5
5	I prefer traditional assessment methods over online assessment.	40	2,6500	,83359	Strongly Disagree	5	12,5
					Disagree	20	50,0
					Agree	13	32,5
					Strongly Agree	1	2,5
6	I prefer online assessment methods since I can have access to my classmates' work whenever and wherever I want.	40	2,8750	,56330	Disagree	9	22,5
					Agree	27	67,5
					Strongly Agree	4	10,0
7	I think online assessment tools save time in getting feedback.	40	3,0750	,47434	Disagree	3	7,5
					Agree	31	77,5
					Strongly Agree	6	15,0
8	I think online assessment methods are useful in assessing collaboration and team work among learners.	40	2,7000	,72324	Strongly Disagree	3	7,5
					Disagree	9	22,5
					Agree	25	62,5
					Strongly Agree	3	7,5
9	I believe it is better to be assessed online because the teachers can appeal to different types of learners.	40	2,5250	,84694	NA	2	5,0
					Strongly Disagree	1	2,5
					Disagree	13	32,5
					Agree	22	55,0
					Strongly Agree	2	5,0

Note. N = number, M = mean, SD = standard deviation, f= frequency

Table 4.6 Results of the questions in pre survey Part D, sub-section c (continued)

	Statements	N	M	SD	Answer Choices	f	%
10	I feel more relaxed and comfortable when I am being assessed online compared to traditional tests.	40	2,7750	,83166	Strongly Disagree	2	5,0
					Disagree	13	32,5
					Agree	17	42,5
					Strongly Agree	8	20,0
11	I think online assessment is helpful because teachers and learners do not have to be in the same physical space.	40	2,7750	,73336	Strongly Disagree	1	2,5
					Disagree	13	32,5
					Agree	20	50,0
					Strongly Agree	6	15,0
12	I think online assessment is more suitable to assess English language and teaching skills.	40	2,4500	,71432	Strongly Disagree	2	5,0
					Disagree	21	52,5
					Agree	14	35,0
					Strongly Agree	3	7,5
13	I believe I do not have enough computer skills to be assessed online.	40	3,0250	,76753	Strongly Disagree	10	25,0
					Disagree	23	57,5
					Agree	5	12,5
					Strongly Agree	2	5,0
14	I think online assessment can provide authentic tools that other assessment methods cannot provide in English methodology courses.	40	2,7250	,55412	Disagree	13	32,5
					Agree	25	62,5
					Strongly Agree	2	5,0

Table 4.6 *Results of the questions in pre survey Part D, sub-section c (continued)*

Statements	N	M	SD	Answer Choices	f	%
15 I would like to use online assessment methods in my English courses when I graduate and become a teacher.	40	2,6000	,87119	NA	2	5,0
				Strongly Disagree	2	5,0
				Disagree	8	20,0
				Agree	26	65,0
				Strongly Agree	2	5,0

Note. N = number, M = mean, SD = standard deviation, f= frequency

In the questions 3, 6, 7, 8, 13 and 15, the participants showed a positive attitude toward the use of online assessment methods in education. Most of the students (n=34) believe that they would prefer to receive private online feedback rather than to get the feedback face-to-face in class; therefore, online assessment methods are time-saving in getting feedback (n=37). Additively, the participants prefer online assessment methods as they are useful in assessing collaboration and team work among learners (n=28) and thanks to the online assessment methods, the students could see their classmates' work when they need (n=31). The participants also claim that they have adequate computer skills to be assessed online (n=33) and as pre-service teachers they would like to use online assessment methods in their own classes when they become an English teacher (n=28).

In questions 1, 4 and 12, on the other hand, the participants showed a negative attitude toward the use of online assessment methods in education with the mean of 2,325, 2,350 and 2,450 respectively. For the question 1, 23 participants stated that they prefer paper-based tests over technology based assessment. However, there are 16 participants who stated that they would prefer to be assessed via technology. Therefore, it can be said that although with the 23 participants' statements the attitude towards the use of technology for the purpose of assessment is negative in question 1, the rest of the participants (n=16) stated their opinions in the opposite direction. In question 4, half of the participants (n=20) believed that online assessment methods cannot assess specific skills in English through computer-based testing better than the other assessment methods while 18 participants believed that

they can. Although the general attitude of this question is negative according to the analysis, the number of the participants who agreed and disagreed are very close to each other. In question 12, more than half of the participants (n=23) indicated that online assessment methods are not more suitable to assess English language and teaching skills than the other assessment methods; therefore, it can be said that 23 participants have a negative attitude towards the use of online assessment methods in education while the rest of the participants (n=17) think that online assessment is more suitable to assess English language and teaching skills. Although with the mean of 2,450 the question 12 represented a negative attitude, the opinions of almost half of the participants (n=17) cannot be ignored.

There are the questions 2, 5, 9, 10, 11 and 14 for which the participants stated their positive attitude toward the use of online assessment methods in education, although the number of the participants who indicate their negative attitude is also considerable. In question 2, even though more than half of the participants (n=22) think that the exams should be integrated with technology; there are 18 participants who does not state opinions in the same direction. Still, with the mean of 2,575 the question 2 reflects a positive attitude toward online assessment. For the question 5, with the mean of 2,650 the students have a positive attitude toward the use of online assessment over traditional assessment; however, it needs to be remembered that the rest of the participants (n=14) do not support this idea. In question 9, the participants agreed that it is better to be assessed online (n=24) since it gives opportunity to the teachers to address different type of learners' needs. Nevertheless, there are 14 participants who disagreed with this idea. In question 10, the students (n=25) mentioned that they felt more comfortable being assessed online and in question 11, the students (n=26) expressed that online assessment helps them be more practical since they do not have to share the same physical environment while being assessed online. However, there are 15 students for the question 10, and 14 students for question 11 who chose disagree. Still, with the mean of 2,775 for both question 10 and 11, it can be said that the participants showed a positive attitude toward the use of online assessment methods in education. In question 14, unlike the 13 participants who disagreed, 27 participants supported the idea that online assessment can provide authentic tools that the other assessment methods cannot.

Overall, the general attitude towards the use of online assessment methods in education is positive with the mean of 2,762. Therefore, the analysis of Part D subsection b and subsection c shows that although the participants reflect a positive attitude towards both alternative and online assessment methods with the general mean of 3,083 and 2,762 respectively, it is clear that the participants' attitude towards alternative assessment is much more positive than that of online assessment method.

4.1.5 Pre-survey Part E: Results

The part E of the pre-survey is composed of 4 open-ended questions designed for the purpose of collecting qualitative data about the attitudes of the participants toward the use of 3 assessment types: a) traditional, b) alternative, c) online, the participants' preferences on the technological tools used in online assessment and tasks assessed online in the methodology courses. The question 4 was added for the participants to ask their further questions or add their comments if any. The data of the pre-survey part E gathered and analyzed by the researcher is displayed below under each question asked within Part E. To analyze the data obtained through the open-ended questions the constant comparative method was used (Please, see Appendix B for Part E of the pre-survey)

4.1.5.1 Which one of the following assessments do you prefer as a student in your methodology courses? Why?

- a. Traditional (paper based, one shot tests)
- b. Alternative (ongoing assessment of student progress with authentic materials)
- c. Online (doing tasks online and getting feedback online)

In question 1 of the Part E, the participants were expected to choose one of the assessment types listed above and explain the reasons why they preferred it. The results of the data are shown in table 4.7, figure 4.13.

Table 4.7 *The choice of participants among three assessment types: Pre-survey*

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Assessments ^a	39	97,5%	1	2,5%	40	100,0%

a. Dichotomy group tabulated at value 1.

As it is seen in table 4.7, except for one participant, all the participants (n=39) selected one option or more than one option among the three assessment types. Therefore, 97,5% of the participants' responses are valid and included in the analysis.

In total, the number of the options for all the three assessment types is $39 \times 3 = 117$. That is, since there are three options that every participant can select, in total the 39 participants could select 117 options. Among these 117 options, the participants selected 46 options. Therefore, it is seen, not all the participants chose more than one option. The distribution of these options among the three assessment types are shown below in figure 4.13:

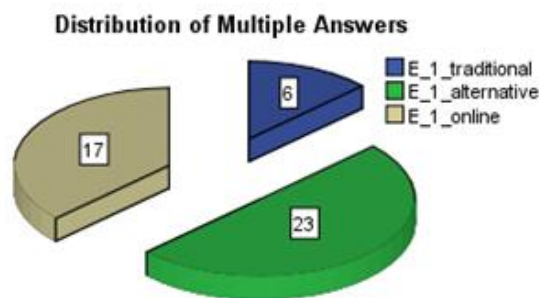


Figure 4.13 *The distribution of participants' choice in assessment types*

According to the figure 4.13, the most preferred assessment type is the alternative assessment since 23 participants selected it. Between the two other assessment types, while the online assessment was preferred by 17 participants, the traditional

assessment was chosen by 6 participants. Hence, the least preferred assessment type is the traditional assessment.

The reasons that the participants stated for their preference among the assessment types were initially categorized and these initial categories were identified under the basic themes. The basic themes will be discussed in their own section according to the assessment type it belongs:

a) Perceptions toward the Traditional Assessment: As it is shown in figure 4.13, 6 participants chose the traditional assessment as their preference for their methodology courses. The reasons the participants stated for their preference were categorized under 2 basic categories: 1) Assessment of a course should be face-to-face and 2) The traditional assessment methods are more comfortable.

a.1.) Face to face assessment:

According to the responses of the participants, one of the reasons indicating their preference is that the traditional assessment provides the opportunity to have the exams in a face-to-face environment. The students pointed out that the students and the teacher should be in the same physical environment so that the students could ask their questions to the teacher and their classmates whenever they are not sure about a point. Additively, the participants indicated that it is physically disturbing to stay in front of the computer for a long time. The responses of the participants clearly explaining these reasons on why they think the face-to-face assessment is better are given below:

I think a course should be taught in a classroom. You can ask your teacher and your classmates when you do not understand a point(Participant 39, Female, 25/09/2013).

I don't want to spend my time in front of the computer since it is not healthy for my eyes (Participant 36, Female, 25/09/2013).

The comments above indicate that the participants believe the traditional assessment methods are better since being assessed face to face is more advantageous.

a.2.) More comfortable assessment:

Another reason mentioned by the participants for their preference in traditional assessment is the fact that the participants feel more comfortable with the traditional assessment methods. The responses of the participants showed that the students favored the traditional assessment methods since they think one-shot tests are preferable as you study once and either fail or pass, and touching the papers make the students feel more comfortable. In addition, the participants stated that the traditional assessment methods are much better since online assessment methods are more stressful as they create technical problems. The participants came up with explicit reasons for their preference on why they believe traditional assessment methods are more comfortable and some of the frequently mentioned reasons are shown below:

One shot tests are better, you study hard once and you pass or fail (Participant 18, Female, 25/09/2013).

I like paper based exams since I can touch them and feel more comfortable. (Participant 11, Female, 25/09/2013).

Traditional is better since being online for the exams could put us under pressure because of technical problems. (Participant 2, Female, 25/09/2013).

As shown in the comments above, the participants prefer traditional assessment methods over the other types of assessment since they think the traditional assessment methods provide a less stressful environment for the students.

b) Perceptions toward the Alternative Assessment: In figure 4.13, it is seen that with 23 participants alternative assessment is the mostly preferred assessment type. According to the responses of the participants, the reasons the participants stated for their preference were categorized under 3 basic categories: 1) Alternative Assessment provides ongoing and permanent learning environment 2) Alternative Assessment makes learning more enjoyable and effective, and 3) Alternative Assessment stimulates autonomous and collaborative learning.

b.1.) Provides ongoing and permanent learning environment:

The responses of the participants reveal that the participants prefer alternative assessment since they believe alternative assessment methods enable an environment in which the students' learning process is attached importance and learning is made more permanent. The participants indicated that alternative assessment is continuous so it gives more than one opportunity to the students to prove their knowledge in various ways. Additively, the participants believe that alternative assessment methods help the teachers see the real potential of their students by reflecting the whole learning process. The participants also think that in alternative assessment methods the students do not need to memorize so this makes the learning more permanent. The comments made by the students on their preference for the alternative assessment methods are given below:

You have more than one chance to show your knowledge via portfolio, class activities, presentations etc. Also, teachers can see the development of their students(Participant 40, Female, 25/09/2013).

Alternative assessments reflect the whole learning process while traditional one just focuses on product (Participant 37, Female, 25/09/2013).

It is more progressive and motivating. It is better to know that it is not one-shot so if we improve ourselves we can do better in the other task. Learning is ongoing so should be the assessment (Participant 35, Female, 25/09/2013).

To make learning more permanent for the students, I will use alternative assessment.(Participant 31, Female, 25/09/2013).

The responses above point out that the participants believe the alternative assessment is much better since it focuses on the process of the students' learning and make their learning more lasting with the use of various materials and activities.

b.2.) Makes learning more enjoyable and effective:

Another reason mentioned by the participants revealing why the alternative assessment methods are preferable is making the learning process more enjoyable and effective. The participants explained that they feel more comfortable with the alternative assessment since it does not make the students feel stressful or lose their motivation. Since everybody may not have the opportunity to own a personal computer or internet connection, online assessment is less preferable compared to alternative assessment methods. Additively, the participants think that the traditional assessment cannot meet the needs of the students and put extra pressure on the students; therefore, the alternative assessment is considered more prestigious. Some of the frequently mentioned reasons by the participants on their preference for the alternative assessment were shown with the comments below:

Traditional one is very boring and not effective. Since I'm not good at using The Internet, Online one makes me nervous. Therefore, I feel more comfortable with alternative one(Participant 34, Female, 25/09/2013).

It is enjoyable and helps students to learn more(Participant 30, Female, 25/09/2013).

It is more beneficial since students feel more comfortable(Participant 27, Female, 25/09/2013).

According to the comments of the participants above, alternative assessment is regarded as more motivating and advantageous especially when it is compared to the traditional and online assessment methods.

b.3.) Stimulates autonomous and collaborative learning:

The third reason mentioned by the participants on their preference reveals that the participants believe alternative assessment methods stimulate autonomous and collaborative learning. The participants indicated that the alternative assessment methods provide chance for interaction among the students and teachers. Additively, the participants can feel more independent and play an active role in the decision

making process of their learning. The comments that the participants made related to why they preferred the alternative assessment are given below:

It gives opportunity to students to interact with teachers and classmates.

(Participant 26, Male, 25/09/2013).

Both the students and the teachers take part in the evaluation

Phase(Participant 7, Female, 25/09/2013).

Alternative assessment makes the students more autonomous learners

(Participant 19, Female, 25/09/2013).

The responses of the participants above clearly show that the students prefer to be assessed by the alternative methods since they believe the alternative assessment methods help them become more collaborative and autonomous learners.

c) Perceptions toward the Online Assessment:

According to the figure 4.13, 17 participants selected the online assessment as their preference for their methodology courses. As the second mostly preferred assessment type, the reasons that the participants state for the online assessment methods were categorized under two basic categories: 1) The online assessment methods are more practical and 2) The online assessment methods are more comfortable and interactive.

c.1.) More practical assessment

According to the analysis of the participants' responses, one of the reasons revealed for the participants' preference is that the participants think online assessment methods are more practical since the students and the teachers do not have to be in the same physical environment which is time saving and also the participants can obtain the feedback immediately. Additively, the teachers and the students do not have to deal with photocopying and printing which makes the assessment more practical. The reasons that the participants state for their preference on online assessment are given with the comments of the participants below:

There is no need to go to the classes. You get immediate feedback
(Participant 38, Male, 25/09/2013).

It is more economic in terms of time and practical. There is no need for paper
work (Participant 33, Female, 25/09/2013).

The comments above mentioned by the participants affirm that the online assessment methods are preferred over the other type of assessments since it is a more practical assessment in terms of saving time, providing immediate feedback, and not requiring the teachers and the students to make an effort to photocopy or print.

c.2.) More comfortable and interactive assessment

Another reason that the participants stated for their preference of online assessment methods is that they think online methods provide more comfortable and interactive assessment. The participants express that online assessment methods affect the interaction between the students and the teacher in a positive way since the students do not have to be in class for assessment which is a factor reducing the pressure on them. Additively, the participants indicate that thanks to the online assessment methods, the collaboration among the students increases. The reasons that the participants came up with for their preference of online assessment methods are as follows:

We are comfortable and our communication is better with our teacher. When we have an assessment in the same place, we experience stress and anxiety. It also affects our relationship with the teacher(Participant 10, Female, 25/09/2013).

It is more comfortable since you can do your work when you have the access to the internet. Being in class makes you feel under pressure(Participant 32, Male, 25/09/2013).

I am very nervous in class, in front of my classmates(Participant 17, Female, 25/09/2013).

I can express myself better online. Online assessments are better at assessing team work among learners(Participant 8, Female, 25/09/2013).

The comments above indicate that the participants prefer online assessment methods since they believe with online assessment methods they can express themselves in a collaborative way better and feel more comfortable.

Overall, among the three assessment types, the mostly preferred assessment type is alternative assessment and the second mostly preferred assessment type is online assessment while the least preferred assessment type is the traditional assessment. The analysis of the data gathered from the participants through the pre-survey part E question 1 reveals that the participants prefer the traditional assessment since they believe that traditional assessment methods are face-to-face and make the students feel more comfortable. The participants who preferred alternative methods as the assessment type indicate that alternative assessment methods provide ongoing and permanent learning environment, make learning more enjoyable and effective, and stimulate autonomous and collaborative learning. In addition, the participants who selected the online assessment methods as their preference stated that online assessment methods are more practical, comfortable and interactive.

4.1.5.2 What kind of technological tools (for example: wikis, blogs, prezi, audio and video recording programs etc.) would you like to be assessed with in online assessment in your methodology courses? Why?

In question 2 of pre-survey part E, the participants were expected to reveal their preferences of the technological tools that they would like to be assessed with in online assessment in their methodology courses. As a result of the analysis, the responses of the participants are shown in figure 4.14 below:

What kind of technological tools would you like to be assessed with in online assessment in your methodology courses?

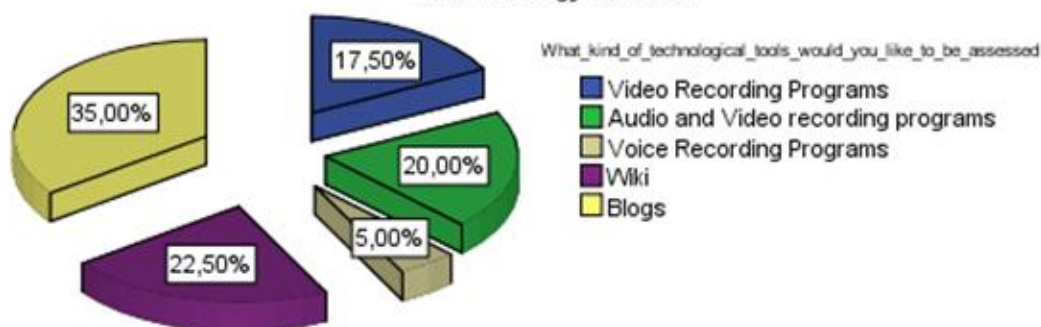


Figure 4.14 *Participants' technological tool preference*

While the number of the participants (35%) who indicated blogs as their preference was the highest, voice recording programs (5%) were the least preferred technological tools among the participants. In addition, wiki was mentioned by 22,50% of the participants, video recording programs were mentioned by 17,50% of the participants, and audio and video recording programs were mentioned by 20% of the participants.

In terms of the reasons that the participants mentioned for their choices in figure 4.14, the participants think that blogs are motivating, interactive and easy to use. Some of the comments made by the students about blogs were as follows:

Students are familiar with blogs. Therefore, students can easily keep up with online assessment (Participant 12, Female, 25/09/2013).

Students can ask and answer, comment on each other's posts so they learn better(Participant 20, Female, 25/09/2013).

The participants (22,50%) preferred wiki as a technological tool to be assessed with in online assessment since they believe that wiki is a tool which is interactive and easy to adapt. It also helps the students to learn. The reasons that the participants gave for their preference of wiki were as follows:

My assignments could be seen by other students and the teacher so that I can get feedback from others and learn better(Participant 13, Male, 25/09/2013).

Students know how to use it. Therefore students can easily keep up with online assessment(Participant 28, Female, 25/09/2013).

Additively, 20% of the participants made their choice on the audio and video recording programs since they think these programs are motivating and effective in the learning process. Two of the participants gave their reasons in their responses as:

They motivate us. We can do our tasks without feeling under pressure with these tools(Participant 9, Female, 25/09/2013).

These programs make learning more permanent(Participant 13, Male, 25/09/2013).

17, 50% of the participants indicated that they would like to be assessed with the video recording programs since these programs not only cause learning to be more permanent but also they are both visual and audial while 5% of the participants had their preference on the voice recording programs since they increase the students' productivity.

4.1.5.3 What kind of tasks and activities would you like to do while you were being assessed online in your methodology courses? Why?

In pre-survey part E, the question 3 was designed to reveal the participants' preferences of the types of tasks and activities that they would like to do while they were assessed online in their methodology courses. According to the analysis of the data gathered from question 3, the answers of the participants were given in figure 4.15 below:

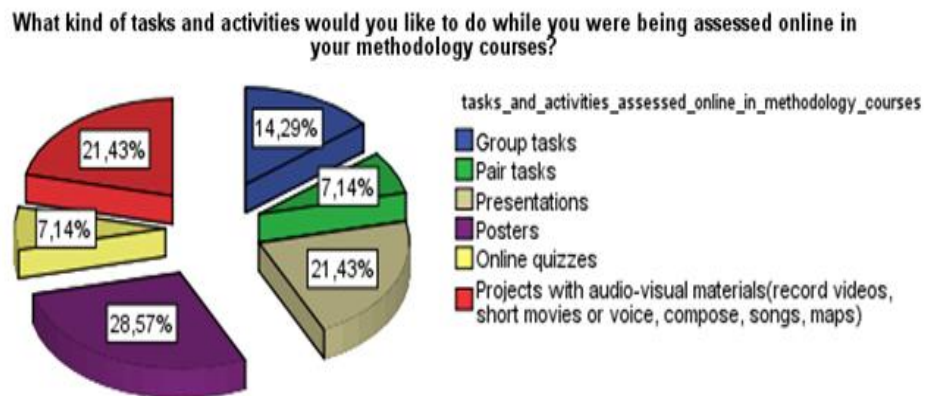


Figure 4.15 *Participants' technological task preference*

According to the figure 4.15, it can be said that the highest number of participants (28,57%) indicated 'posters' as their choice for online assessment task or activity while with the same number of participants (21,43% each) 'presentations' and 'projects with audio-visual programs' are mentioned as the second mostly selected preferences for online assessment. The rest of the participants pointed out that they prefer group tasks (14,29%), online quizzes (7,14%) and pair tasks (7,14%), which shows that the number of the participants who chose online quizzes and pair tasks is equal.

In the question 3 the participants generally did not come up with reasons for their choices, only few responses of the participants were given below:

Group tasks: "You can interact and get feedback from other students."

(Participant 19, Female, 25/09/2013).

Posters: "Since I design them by myself, my learning will be more permanent."(Participant 2, Female, 25/09/2013).

Overall, considering the responses of the participants shown in the figure 4.15 above, posters, presentations and projects with audio-visual materials are the mainly preferred tasks that the participants would like to be assessed online with.

4.1.5.4 Any other comments or questions to the researcher?

The participants were requested to explain their further comments or suggestions in question 4 of the pre-survey. In their responses, one of the participants stated that online assessment with the use of technological tools should be implemented once in a month. Another participant emphasized that the online assessment is not useful since not all the students have the equal skills in the use of internet and technological tools. In his/her answer, one participant requested from the researcher to show understanding if they have some problems while doing the online tasks in the course 'ELT Methods I'. Another participant pointed out that the assessment methods should be balanced since each method has its own advantages and disadvantages. One participant posed a question asking how the alternative and online assessments are related.

It is understood from the comments and suggestions of the students that although the participants are not totally against the use of online assessment methods, they suggest that these methods should not be too frequent, the instructors should be aware of the students' concerns and be helpful in dealing with the problems that may emerge.

4.2 Post-survey Results

As one of the last data collection instruments, the post-survey of the present study was implemented on December 11, 2013 which was one week after the last task was assigned. In the post-survey, not only quantitative but also qualitative data were gathered and analyzed to be able to answer the research questions of the study thoroughly and compare the analysis results of the pre-survey to see if there are any attitude differences of the participants after the participants had done all the six tasks. The same as in the pre-survey, the quantitative data collected from post-survey were statistically analyzed using the program SPSS version 20.0. The qualitative data were gathered through open-ended questions and analyzed via the constant comparative method. At the end of the analysis of the post-survey, the researcher reached the information on the participants' demographic data and experience in technology, their attitude toward tasks, reflection paper and edmodo and what their attitudes are towards technology and types of assessment.

4.2.1 Post-survey Part A: Results

Part A in the post-survey is composed of 10 questions on the participants' demographic data and their experience in technology. In total, 40 participants participated; 36 of them completed all the six tasks and 4 of them did the five of the tasks. Since there are only 36 participants who completed all the six tasks, the researcher needed to include 4 more participants who did the five of the tasks to equalize the participant number of the post-survey with the pre-survey. The data was statistically analyzed and shown with the use of a table and pie charts. The table 4.8 below shows the information related to the age of the 40 participants.

Table 4.8 *Age of the participants: Post-survey*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
A_age	40	18,00	34,00	20,1500	3,00896
Valid N (listwise)	40				

Among the 40 participants who took part in the post-survey, the minimum age is 18 while the maximum age is 34. In this case, as it is shown in table 4.8 above, the mean age of the participants is 20,150. As in the pre-survey the mean age of the participants is 20,100, the difference in the mean age of the participants between the pre-survey and post-survey was caused by the variations among the participations who participated in the pre-survey and the post-survey. The name of the participants were only asked for in the consent forms and the consent forms were given to the students separately from the pre-surveys and post-surveys to enable the confidentiality of the participants and decrease the pressure on them so that they can be as objective as possible with their opinions. Therefore, not all the same participants who took part in the pre-survey also participated in the post-survey.

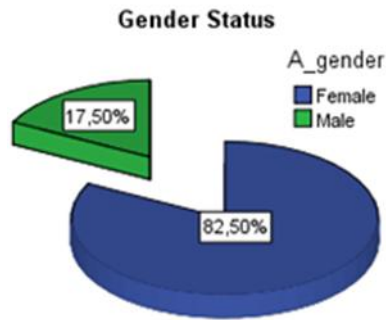


Figure 4.16 *Gender status of the participants: Post-survey*

In the Part A of the post-survey, the second question was related to the gender status of the participants. It is presented in figure 4.16 that 82,50% of the participants are female while 17,50% of the participants are male.

The analysis of the participants indicated that the study still has a female intensive population as it was in the pre-survey with only one difference. In the post-survey, the number of the female participants is lower while the number of the male participants is higher than the pre-survey (87,50% female, 12,50% male).

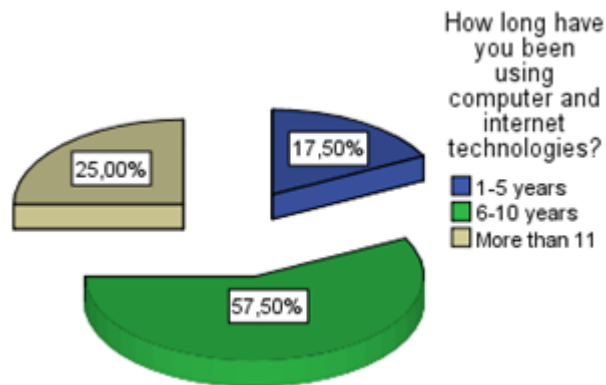


Figure 4.17 *The length of participants' use of computer and internet technologies: Post-survey*

In the figure 4.17, it is shown that 82.5% of the participants have been using computer and internet technologies more than 5 years. 17,50% of the participants have been using them for less than 6 years. Looking at the figure 4.17, it can be said that the amount of participants (57,50%) who have been using computer and internet

technologies between 6 and 10 years is the same with the pre-survey. However, the number of people who are experienced between 1-5 years has increased in the post survey (17,50% in post survey, 15% in pre-survey) and naturally the amount of the participants who are experienced in computer and internet technologies more than 11 years decreased (25% in post survey, 27,50% in pre-survey).

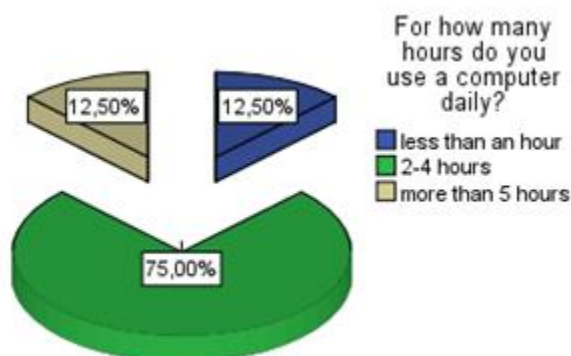


Figure 4.18 *The length of computer use daily: Post-survey*

As it is shown in the figure 4.18, most of the participants (75%) use computers between 2-4 hours daily while in the pre-survey 65% of the participants were using the computers between 2-4 hours daily.

Other than this difference, the daily use of the 12,50% of the participants for less than an hour was 30% while the daily use of the 12,50% of the participants for more than 5 hours was 5% in the pre-survey. In this case, there is a decrease in the number of the participants who use computers daily for less than an hour in post-survey compared to pre-survey and there is an increase in the amount of the participants who use computers daily between 2-4 hours.

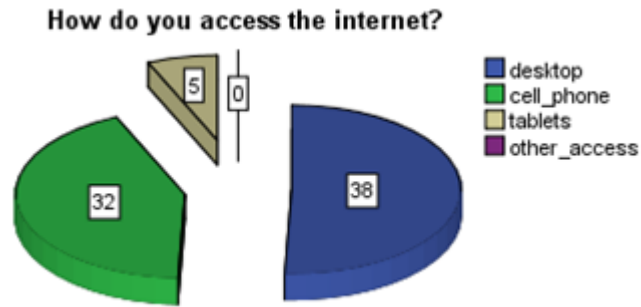


Figure 4.19 *The ways to access the internet: Post-survey*

In the figure 4.19, the participants indicated how they accessed the internet. The analysis of the students' responses suggest that even though there are 40 participants in this study, 75 choices were made since some of the participants chose more than one option.

38 participants mentioned they use desktop computer or laptops to access the internet, which is the option selected the most. In addition, while 32 participants accessed the internet via their cell phones, 5 of the participants used tablets for this purpose. None of the participants chose the option 'other'; therefore, it is seen that the participants do not use any other tools to surf the internet except for desktop computer/laptop, cell phone and/or tablets.

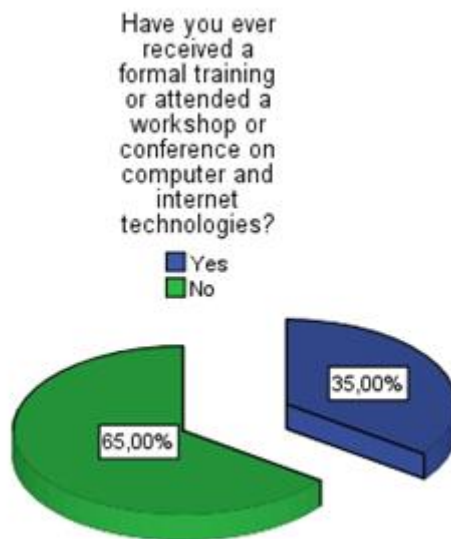


Figure 4.20 *The frequency of participants' taking part in formal training or workshop: Post-survey*

In the figure 4.20, the analysis reveals that 65% of the participants have not received a formal training or attended a workshop or conference on computer and internet technologies while 35% of them have. Compared to pre-survey, there is not much of a difference in the percentages. In the pre-survey 60% of the participants have not received a formal training or attended a workshop or conference on computer and internet technologies while 30% of them have.

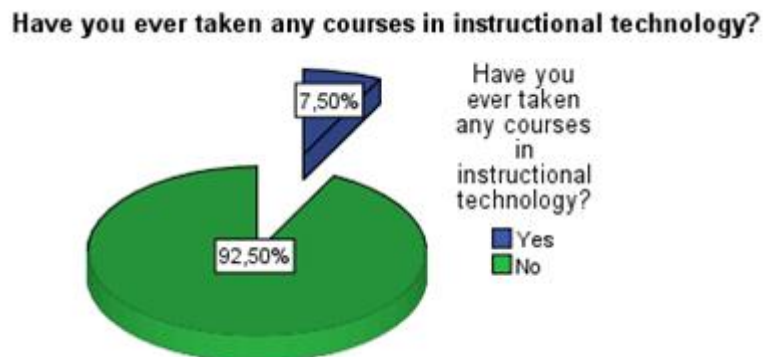


Figure 4.21 *The frequency of courses taken in instructional technology: Post survey*

As it is displayed in the figure 4.21 above, almost all the participants (92,50%) indicated that they hadn't taken any courses in instructional technology before while the rest of 7,50% of the participants stated that they took courses in instructional technology even though they didn't mention the name of the courses that they took.

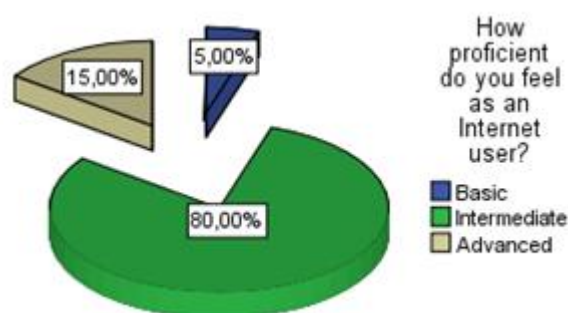


Figure 4.22 Proficiency level as an internet user: Post-survey

The question 8 in Part A of both pre- and post-survey is important since the students had to spend time on internet more than usual to complete the tasks.

As shown in figure 4.22, the analysis of the question 8 indicates that 80% of the participants defined their proficiency level as intermediate as an internet user. Out of the rest 20% of the participants, 15% stated that they are advanced while the 5% indicated that they are at the basic level as an internet user.

Table 4.9 Comparison of the proficiency level as an internet user in pre-and post-survey

	Basic	Intermediate	Advanced
Pre	%22.5	%67.5	%10
	-%17.2	+%12.5	-%5
Post	%5	%80	%15

The comparison of the results of the question 8's analysis with pre-survey and post-survey is shown in table 4.9 above. It is seen that according to what the participants stated there is an increase in the proficiency level of the participants as internet users. While there is an increase in the intermediate level (12,5%) and advanced level (5%), the decrease in the basic level (17,2%) can be observed in the post-survey. Therefore,

after the task implementation process, the views of the participants on their own proficiency level as internet users have undergone a change in a positive direction.

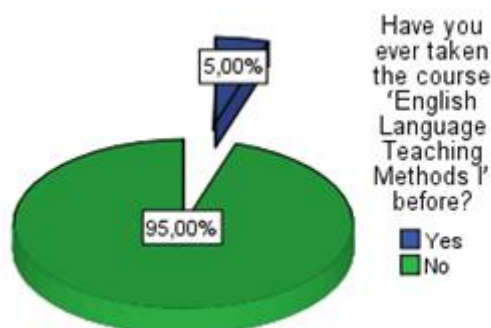


Figure 4.23 *The frequency of the number of the participants who took 'ELT Methods I' course before: Post-survey*

In the figure 4.23, 95% of the participants stated that they have not taken the course 'ELT Methods I' before while 5% of the participants indicated that they took the course before. When compared to pre-survey, there is a 2,5% decrease in the number of the participants who took the course before.

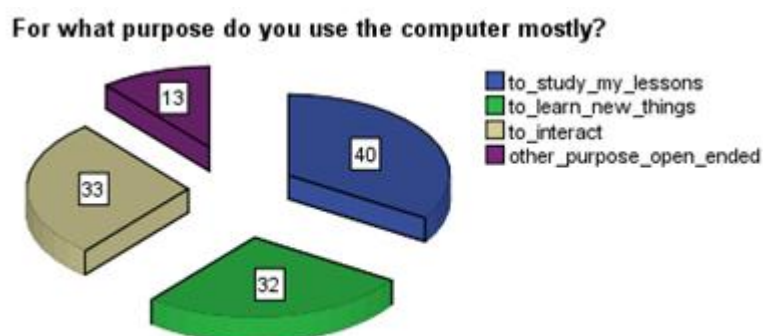


Figure 4.24 *The purposes of computer use mostly: Post-survey*

As shown in figure 4.24, the participants were asked for what purpose they use the computer mostly. The analysis of the responses shows that although there are 40 participants taking part in the present study, 118 options were selected, which proves the fact that the participants mostly chose more than one option.

40 participants indicated that they generally use the computer ‘to study their lessons’, which is the option selected the most. 33 participants stated that they use the computer mostly ‘to interact’ and 32 participants use the computer ‘to learn new things’. 13 participants selected the option ‘other’ for this question by which they specifically meant watching movies, TV series, videos, and playing games, listening to music, shopping, reading news, having fun and translating.

4.2.2 Post-survey Part B: Results

The second part of the post-survey was designed to reveal the participants’ attitudes toward tasks, feedback types, Edmodo and the reflection papers. Part B was divided into six subsections and is composed of 30 questions in total consisting 2 open-ended questions and 28 four-point Likert type questions with values ranging from 1 to 4. The scorings of the four-point Likert type questions for each subsection for each subsection were as follows:

Subsection I: *Extremely effective = 4, Effective= 3, Ineffective= 2, Not effective at all= 1.*

Subsection IV: *Very beneficial = 4, Beneficial= 3, Not so beneficial = 2, Not beneficial at all= 1.*

Subsection V: *Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1.*

Subsection VI: *Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1.*

According to the statistical analysis, for each subsection, the results for each item are presented below.

4.2.2.1 Post-survey Part B, Subsection I: Results

In the first subsection of the post-survey, the participants’ attitudes toward tasks are investigated via a four-point Likert type questions with values ranging from 1 to 4 for each task. The scorings for the statements were as follows: Extremely effective = 4, Effective= 3, Ineffective = 2, Not effective at all= 1. Table 4.10 shows the analysis of the results.

Table 4.10 *The participants' attitudes toward the tasks*

	Mean	N of Items
Item Means	3,104	6

Task Name	ATTITUDES MEAN	4: Extremely Effective	3: Effective	2: Ineffective	1: Not effective at all	Total
Task 1 – Voki (Answering the reflective question by recording voice)	2,775	3 %7.5	26 65%	10 25%	1 %2.5	40 100%
Task 2 – Testmoz (Preparing a quiz)	3,125	10 25%	26 65%	3 %7.5	1 %2.5	40 100%
Task 3 – Mindomo (Preparing a mindmap)	3,425	20 50%	17 %42.5	3 %7.5	-	40 100%
Task 4 – Facebook (Designing a classroom activity)	2,825	8 20%	20 50%	10 25%	1 %2.5	39 %97.5
Task 5 – Glogster (Designing a poster)	3,475	22 55%	15 %37.5	3 %7.5	-	40 100%
Task 6 – Prezi & Screencast-O-Matic (Preparing a presentation and video)	3	17 %42.5	16 40%	2 5%	-	35 %87.5

As it is shown in table 4.10, the participants' attitudes towards all the six tasks implemented in the course 'ELT Methods I' was given. The general mean of the participants' attitudes which is 3,104 demonstrates that the participants have a positive attitude toward all the tasks. According to the results of the analysis in table 4.10, the participants' responses were summarized starting from the most effective task to the least effective task:

Task 5: With the mean of 3,475, Task 5 was found as the most effective task by the participants. 55% of the participants indicated that Task 5 was 'extremely effective' which is the option that the participants selected the most.

Task 3: The mean of Task 3 is 3,425 which shows us that 50% of the participants found the Task 3 'extremely effective'.

Task 2: With the mean of 3,125, Task 2 was the third most effective task among the six tasks. 25% of the participants thought that Task 2 is ‘extremely effective’ and 65% of the participants found it ‘effective’.

Task 6: The mean of the participants’ attitudes toward Task 6 is 3, that is, the participants have a positive attitude toward Task 6 with 42,5% of them stating that Task 6 is ‘extremely effective’ and 40% of the participants indicating that it is ‘effective’.

Task 4: With the mean of 2,825, Task 4 was found as ‘extremely effective’ by the 20% of the participants while it was stated as ‘effective’ by the 50% of the participants.

Task 1: With the mean of 2,775, Task 1 has the lowest mean among other tasks, that is, the students indicated that Task 1 is the least effective task among the others although the students have a positive attitude toward it. 7,5% of the participants stated that Task 1 is ‘extremely effective’ while 65% of them found it as ‘effective’.

For the tasks 3, 5 and 6, the option ‘not effective at all’ was not chosen by anyone in the post-survey.

4.2.2.2 Post-survey Part B, Subsection II: Results

In this section, the participants were given an open-ended question asking which one of the tasks was the most useful task and were expected to explain the reasons for their answer. The responses of the participants were analyzed and shown in figure 4.25 below:

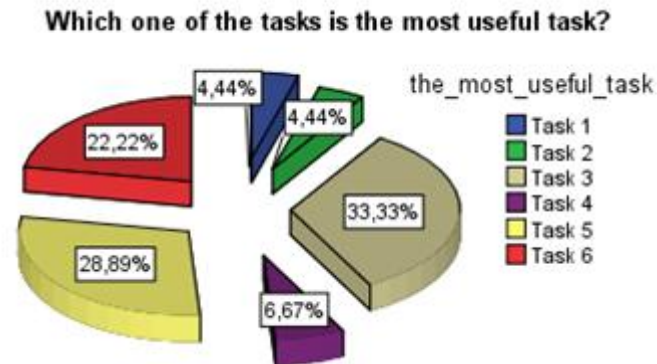


Figure 4.25 *The frequency of most useful tasks*

The task which was selected as the most useful task by the highest number of participants (33,33%) is Task 3 which is the task in which the participants were expected to design a mind map by using Web 2.0 tool, Mindomo.

According to the participants (28,89%), the second most useful task is Task 5 for which the participants were expected to design a poster in pairs via the Web 2.0 tool, Glogster. 22,22% of the participants selected Task 6 as the most useful task for which the participants were asked to prepare a presentation with the Web 2.0 tool, Prezi and record their presentation with another Web 2.0 tool, Screencast-O-Matic. Task 4 was chosen as the most useful task by the 6.67% of the participants and in this task, the participants designed a classroom activity in groups interacting via the Web 2.0 tool, Facebook. Task 1 and 2 were selected as the most useful task by the same number of participants (4,44%), which made them the least preferred tasks. While in Task 1 the participants recorded their answer to a reflective question via the Web 2.0 tool, Voki, in Task 2 the students designed a quiz using the Web 2.0 tool, Testmoz.

In the table 4.11 below, the frequently mentioned reasons that the participants gave for their preferences of the most useful task were categorized and shown as follows:

Table 4.11 *The reasons of participants' task preferences*

Tasks / Categories	Motivating	Easy to adapt	Helps to learn	Systematic	Sophisticated	Interactive	Interesting	Both Visual and/or Audial
Task 1	✓	✓	✗	✗	✗	✗	✗	✓
Task 2	✗	✗	✓	✗	✗	✗	✗	✗
Task 3	✗	✗	✓	✓	✓	✗	✗	✓
Task 4	✗	✗	✓	✗	✗	✓	✗	✗
Task 5	✓	✓	✓	✓	✗	✓	✓	✗
Task 6	✓	✗	✓	✗	✓	✗	✓	✓

The participants who chose Task 1 as the most useful task mentioned that task 1 was very motivating, easy, entertaining and visual. About Task 2, the participants stated that it was a useful task since you not only design your own quiz but also do others' quizzes which helps you to learn from others and learn how to test yourself. For Task 3, the participants indicated that it helps you to see all the details under one main headline and see the relationship of the subtopics. Additively, the participants think Task 3 offer a lot of features and tools to use, and helps you to learn the topic best since it is visual and consists the most important details about the topic. The participants who think Task 4 was the most useful one pointed out that as Task 4 required the students to work in groups; the interaction among the students helped them to learn the topic better. For Task 5, the participants stated that it was an interesting and colorful task which helped the students to make the outline of the subject and learn better. They also indicated for Task 5 that it was the easiest task and provided a lot of supplementary tools such as video, image and texts. About Task 6, the participants mentioned that since it was a visual and audial task, it addressed both of their senses so it felt just like listening to the teacher in class. Moreover, the participants pointed out that it drew attention of the students and was the most effective task for the pre-service teachers encouraging them to both know the subject and be able to teach it.

4.2.2.3 Post-survey Part B, Subsection III: Results

In section III of the post-survey Part B, the participants were expected to answer an open-ended question asking which one of the tasks was the least useful task and they were expected to state the reasons for their answer. The results of the analysis for this question were in figure 4.26 as follows:

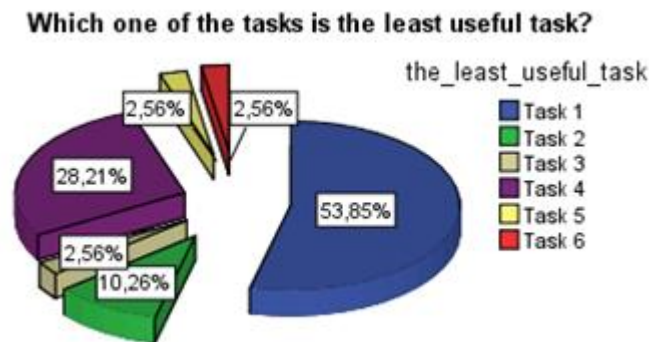


Figure 4.26 *The frequency of least useful tasks*

More than half of the participants (53,85%) indicated that Task 1 is the least useful task among all the six tasks, which makes Task 1 as the least preferred task since the highest number of participants stated so.

The second least useful task was Task 4 according to the participants (28,21%) while the third least useful task was Task 2 as 10,26% of the participants stated. Task 3, 5 and 6 were selected as the least useful task by the same number of participants (2,56%) which shows that these are the tasks chosen as the least useful task by the lowest number of participants.

Therefore, the analysis of the post-survey part B in subsections II and III shows that while the most useful task was Task 3, the least useful task was Task 1.

In the table 4.12 below, the frequently mentioned reasons that the participants gave for their preferences of the least useful task were categorized and shown as follows:

Table 4.12 *The reasons of participants for the tasks not preferred*

Tasks / Categories	Complex	Inappropriate tool	Does not help learn	Does not bring novelty
Task 1	✓	✓	✓	✗
Task 2	✓	✓	✗	✓
Task 3	✗	✗	✓	✗
Task 4	✗	✓	✓	✓
Task 5	✗	✗	✓	✗
Task 6	✗	✗	✗	✓

The participants who selected Task 1 as the least useful task mentioned that Task 1 is complex and the tool creates many technical problems. Also, the participants stated that you cannot reflect your skills and knowledge with Task 1. For Task 2, the participants think that the tool is not advanced enough and it is hard to understand what to do. Since Task 2 requires the students to prepare a quiz, the participants think that quiz designing is a traditional method so it is not something new for them. For Task 3, 5, 6 the participants did not come up with a lot of reasons since these tasks are the ones that were found the most useful tasks by the participants as it was shown in figures 4.25 and 4.26. About Task 3, the participants pointed out that preparing the mind map does not really mean that the student learns the topic. For Task 5, the participants stated that doing the task in pairs did not work out for them. The participants who chose Task 6 as the least useful task emphasized that since in the previous tasks they recorded their voice and prepared a map, Task 6 did not seem like a new task to them. For Task 4, the participants indicated that since the tool for this task was Facebook, the messages from their friends distracted and prevented them to focus on their task. In addition, participants pointed out that designing a classroom activity did not help them learn the subject. Another reason that some of the participants came up with for not believing in the usefulness of Task 6 was related to the group work issues. The participants stated that it was hard to communicate with their friends and come to an agreement online; therefore, they preferred face-to-face interaction in group tasks.

4.2.2.4 Post-survey Part B, Subsection IV: Results

In subsection IV of the post-survey, the participants' attitudes toward the feedback types are revealed via a four-point Likert type questions with values ranging from 1 to 4 for each task. The scorings for the statements were as follows: Very beneficial = 4, Beneficial= 3, Not so beneficial = 2, Not beneficial at all= 1. Table 4.13 shows the analysis of the results.

Table 4.13 *Results of the questions in post survey Part B, sub-section IV*

	Mean	N of Items
Item Means	3,000	6

Statements	N	M	SD	Answer Choices	f	%
1 Task 1 – Voki Teacher gave the feedback.	40	3,0500	,74936	Not so beneficial	10	25,0
				Beneficial	18	45,0
				Very beneficial	12	30,0
2 Task 2 – Testmoz Computer gave the feedback.	40	2,8750	,72280	Not beneficial at all	2	5,0
				Not so beneficial	7	17,5
				Beneficial	25	62,5
3 Task 3 – Mindomo Whole class gave the feedback.	40	3,3500	,66216	Very beneficial	6	15,0
				Not so beneficial	4	10,0
				Beneficial	18	45,0
4 Task 4 – Facebook Groups gave the feedback.	40	3,0000	,67937	Very beneficial	18	45,0
				Not so beneficial	9	22,5
				Beneficial	22	55,0
				Very beneficial	9	22,5

Table 4.13 Results of the questions in post survey Part B, sub-section IV

	Statements	N	M	SD	Answer Choices	f	%
5	Task 5 – Glogster My pair gave the feedback.	40	3,1500	,94868	Not beneficial at all	3	7,5
					Not so beneficial	6	15,0
					Beneficial	13	32,5
					Very beneficial	18	45,0
6	Task 6 – Prezi & Screencast-O-Matic I gave feedback to myself.	40	2,5750	1,44803	NA	7	17,5
					Not beneficial at all	2	5,0
					Not so beneficial	5	12,5
					Beneficial	13	32,5
					Very beneficial	13	32,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

In subsection IV of the post-survey, the participants were asked to evaluate the feedback types given in table 4.13. In every week, when a task was implemented, the students were assessed via a different type of feedback. The order of the feedback was planned from guided to freer to make sure that the students get used to the freer feedback types in process without being in a quandary about what to do since they are used to the traditional feedback types.

According to the responses of the participants in table 4.13, it is seen that the participants take a positive attitude towards all the feedback types when the means of each feedback type is examined. The feedback type which was favoured most with the mean of 3,350 is ‘whole class evaluation’ which is implemented within the scope of task 3. On the other hand, the least favoured feedback type with the mean of 2,575 is ‘self-evaluation’ which was used in task 6. The second most favoured feedback type is ‘pair evaluation’ which was implemented in task 5 with the mean of 3,150 while the second least favorite feedback type is ‘computer-based evaluation’ with the mean of 2,875 which was used within the scope of task 2. For the tasks 1, 3 and 4, the option ‘not beneficial at all’ was not selected by any of the participants.

4.2.2.5 Post-survey Part B, Subsection V: Results

In the subsection V of Part B, the participants were requested to reveal their attitudes toward the reflection papers that they needed to fill out at the end of each task. 8 questions which were designed on a four-point Likert type were asked with the values ranging from 1 to 4. The scorings for the statements were as follows: Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1. Table 4.14 shows the analysis of the results.

Table 4.14 *Results of the questions in post survey Part B, V. Reflection Paper*

	Mean	N of Items
Item Means	2,972	8

Statements	N	M	SD	Answer Choices	f	%
1 I think reflection papers raised my awareness about the task.	40	2,9250	,82858	Strongly Disagree	1	2,5
				Disagree	12	30,0
				Agree	16	40,0
				Strongly Agree	11	27,5
2 I would like my students to write reflection reports in my classes when I become a teacher.	40	2,7500	,83972	Strongly Disagree	4	10,0
				Disagree	8	20,0
				Agree	22	55,0
				Strongly Agree	6	15,0
3 In my opinion, reflection papers helped me improve my critical thinking skills.	40	2,9250	,88831	Strongly Disagree	2	5,0
				Disagree	11	27,5
				Agree	15	37,5
				Strongly Agree	12	30,0
4 I think reflection papers are time-consuming and unnecessary.	40	2,6500	,80224	Strongly Disagree	4	10,0
				Disagree	21	52,5
				Agree	10	25,0
				Strongly Agree	5	12,5

Table 4.14 *Results of the questions in post survey Part B, V. Reflection Paper (continued)*

	Statements	N	M	SD	Answer Choices	f	%
5	I believe reflection papers made me realize what I have done so far.	40	2,8000	,75786	Strongly Disagree	2	5,0
					Disagree	10	25,0
					Agree	22	55,0
					Strongly Agree	6	15,0
					NA	1	2,5
6	I think reflection papers should be used in other courses as well.	40	2,5500	1,01147	Strongly Disagree	5	12,5
					Disagree	12	30,0
					Agree	15	37,5
					Strongly Agree	7	17,5
7	I did not put much effort in reflection papers for several reasons such as time, order of priority etc.	40	3,0000	,75107	Strongly Disagree	9	22,5
					Disagree	23	57,5
					Agree	6	15,0
					Strongly Agree	2	5,0
8	I believe reflection paper is a nice way of having my voice heard by the instructors since I sometimes feel the need to give negative and positive feedback to my instructors.	40	3,0500	,81492	Strongly Disagree	2	5,0
					Disagree	6	15,0
					Agree	20	50,0
					Strongly Agree	12	30,0

Note. N = number, M = mean, SD = standard deviation, f= frequency

With the mean of 3 and 3,05 in questions 7 and 8 respectively, the students showed a positive attitude toward the use of reflection papers in education. In question 7, the participants (n=32) indicated that they put so much effort in the reflection papers. In

question 8, the participants (n=32) stated that reflection paper is a nice way of having their voice heard by the instructors when they need. From questions 1 to 5 the participants showed a positive attitude toward the use of reflection papers for educational purposes while the number of the participants who selected 'disagree' or 'strongly disagree' for these questions varied between 12 and 15 which are a few enough to take into consideration. In the questions 1 to 5, most of the participants think that reflection papers raised their awareness (n=27), helped them to improve their critical thinking skills (n=27) and made them realize what they had done so far (n=28). Additively, most of the participants (n=25) did not agree with the item which indicates that the reflection papers are time consuming and unnecessary; therefore, the participants (n=28) would like to use reflection papers in their classes when they become English teachers. In question 6, on the other hand, the participants were expected to state their opinions on whether the reflection papers should be used in other courses as well. The number of the participants (n=17) who selected 'disagree' or 'strongly disagree' is very close to the number of the participants (n=22) who selected 'agree' or 'strongly agree'. Therefore, even though the participants reflected a positive attitude toward the use of reflection papers for educational purposes in question 6 with the mean of 2,550, there are almost half of the participants who showed a negative attitude. Overall, as the mean of general attitude of the participants is 2,972 for subsection V in part B, it is seen that the participants' attitudes toward the use of the reflection papers in education is positive.

4.2.2.6 Post-survey Part B, Subsection VI: Results

In Part B of the post-survey, the subsection VI was prepared to find out what the participants think about Edmodo which is the social learning platform used for the tasks of the present study. The subsection VI consists of 8 questions designed on a four-point Likert type with the values ranging from 1 to 4. The scorings for the statements were as follows: Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1. Table 4.15 shows the analysis of the results.

Table 4.15 Results of the questions in post survey Part B, VI. Edmodo

	Mean	N of Items
Item Means	3,256	8

Statements	N	M	SD	Answer Choices	f	%
1 I think Edmodo made life easier for me in terms of the tasks.	40	3,5750	,50064	Agree	17	42,5
				Strongly Agree	23	57,5
2 I feel confident enough to use Edmodo without any problems.	40	3,3500	,53349	Disagree	1	2,5
				Agree	24	60,0
				Strongly Agree	15	37,5
3 I would prefer to use another tool instead of Edmodo for the tasks.	40	3,1000	,74421	NA	1	2,5
				Strongly Disagree	10	25,0
				Disagree	26	65,0
				Agree	3	7,5
4 I think it is very hard to navigate through the site of Edmodo.	40	3,3000	,64847	Strongly Disagree	15	37,5
				Disagree	22	55,0
				Agree	2	5,0
				Strongly Agree	1	2,5
5 Edmodo helped me to see all the tasks in an organized way.	40	3,5750	,54948	Disagree	1	2,5
				Agree	15	37,5
				Strongly Agree	24	60,0
6 I think Edmodo is not attractive and user-friendly.	40	3,3000	,51640	Strongly Disagree	13	32,5
				Disagree	25	62,5
				Agree	2	5,0

Table 4.15 Results of the questions in post survey Part B, VI. Edmodo (continued)

Statements	N	M	SD	Answer Choices	f	%
7 I think it would be better if we were given technical assistance on how to use Edmodo at the beginning of the term.	40	2,6250	,97895	NA	1	2,5
				Strongly Disagree	6	15,0
				Disagree	21	52,5
				Agree	7	17,5
				Strongly Agree	5	12,5
8 I would like to use Edmodo for my classes when I become a full-time teacher.	40	3,3000	,68687	Disagree	5	12,5
				Agree	18	45,0
				Strongly Agree	17	42,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

Except for the question 7, the participants have reflected a positive attitude towards the use of Edmodo in the task implementation process. Especially in question 1 with the mean of 3,575, all the forty participants think that Edmodo made their life easier while they had been doing the tasks. Additively, almost all the participants believe that they feel confident enough to use Edmodo without any problems (n=39) and they wouldn't prefer to use another tool instead of Edmodo for the tasks (n=36). It is stated by the participants that navigating through Edmodo is easy (n=37) and Edmodo helped them to see all the tasks in an organized way (n=39). Believing that Edmodo is attractive and user-friendly (n=38), as pre-service teachers the participants indicated that they would like to use Edmodo for their classes when they become full-time English teachers (n=35). In question 7, on the other hand, even if it is seen that the attitude is positive with the mean 2,625, 12 participants showed a negative attitude. Among all the questions in subsection VI, question 7 has the highest number of participants who showed a negative attitude. The participants (n=27) who showed a positive attitude in question 7 believe that getting a technical assistance at the beginning of the term to be able to use Edmodo is not necessary.

Overall, the mean of the general attitude toward section VI is 3,256, that is, the participants showed a positive attitude toward the use of Edmodo for educational purposes.

4.2.3 Post-survey Part C: Results

In Part C of the post-survey, the attitudes of the participants towards the use of technology for educational purposes are revealed. Part C includes 10 four-point Likert type questions with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree* = 4, *Agree* = 3, *Disagree* = 2, *Strongly Disagree* = 1. Table 4.16 shows the analysis of the results.

Table 4.16 Results of the questions in post survey Part C

	Mean	N of Items
Item Means	3,150	10

	Statements	N	M	SD	Answer Choices	f	%
1	I use the Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in my daily activities.	40	2,9500	,90441	Strongly Disagree	3	7,5
					Disagree	8	20,0
					Agree	17	42,5
					Strongly Agree	12	30,0
2	I believe I am more motivated by the use of technology in my courses.	40	3,1500	,66216	Strongly Disagree	1	2,5
					Disagree	3	7,5
					Agree	25	62,5
					Strongly Agree	11	27,5
3	I think technology should be integrated to our lessons more.	40	3,1500	,73554	Strongly Disagree	1	2,5
					Disagree	5	12,5
					Agree	21	52,5
					Strongly Agree	13	32,5

Table 4.16 *Results of the questions in post survey Part C (continued)*

	Statements	N	M	SD	Answer Choices	f	%
4	I learn better if I get to practice what I have learned with the help of multimedia such as images, videos, maps etc.	40	3,4500	,55238	Disagree	1	2,5
					Agree	20	50,0
					Strongly Agree	19	47,5
5	I think sharing what I learn in class with my classmates online is enjoyable.	40	2,9000	,70892	Strongly Disagree	1	2,5
					Disagree	9	22,5
					Agree	23	57,5
					Strongly Agree	7	17,5
6	Technological tools distract me in my learning.	40	3,0750	,65584	Strongly Disagree	9	22,5
					Disagree	25	62,5
					Agree	5	12,5
					Strongly Agree	1	2,5
7	I would like to see more examples of the use of technology in English classes.	40	3,0750	,72986	Strongly Disagree	2	5,0
					Disagree	3	7,5
					Agree	25	62,5
					Strongly Agree	10	25,0
8	I believe the use of technological tools improve my success in my courses.	40	2,9750	,73336	Strongly Disagree	1	2,5
					Disagree	8	20,0
					Agree	22	55,0
					Strongly Agree	9	22,5

Table 4.16 *Results of the questions in post survey Part C (continued)*

Statements	N	M	SD	Answer Choices	f	%
9 I think I need the help of a classmate when I am learning with technology.	40	2,9750	,65974	Strongly Disagree	7	17,5
				Disagree	25	62,5
				Agree	7	17,5
				Strongly Agree	1	2,5
10 I would like to use technology to teach English to my students when I graduate.	40	3,4250	,71208	Strongly Disagree	1	2,5
				Disagree	2	5,0
				Agree	16	40,0
				Strongly Agree	21	52,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

In question 1, more than half of the participants (n=29) indicate that they use Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in their daily activities while 11 participants stated that they do not use Web 2.0 tools daily; therefore, the mean of the attitude for question 1 is 2,950 in Part C. In question 2 and 3 with the mean of 3,150, almost all the participants believe that they feel more motivated by the use of technology in their courses (n=36) and so the participants (n=34) support the idea that technology should be integrated to their courses more. In question 4, except for only one participant, all the participants indicate that they learn better if they can practice what they have learned with the help of multimedia such as images, videos, maps etc. Therefore, the question 4 has the highest mean, 3,450 among all the questions in Part C. In question 5, 30 participants selected the option ‘agree’ or ‘strongly agree’ to support the idea that sharing what they learn in class with their classmates online is enjoyable. With the mean of 2,900, question 5 has the lowest mean of attitude among other questions in part C. In question 6 and 7 with the mean of 3,075, majority of the participants did not agree with the idea that the technological tools are distracting for learners (n=34) and the participants also indicated that they would like to see more examples of the use of technology in classes (n=35). In question 8, most of the participants (n=31) indicated that

technological tools improve their success in the courses and so in question 10 almost all the participants (n=37) as the ELT students stated that they would like to use technology to teach English to their students when they graduated. In question 9, most of the participants (n=32) stated that they did not need the help of a classmate while learning with technology. Overall, as the general mean of attitude, 3,150 of Part C suggests, the participants support the use of technology for educational purposes.

4.2.4 Post-survey Part D: Results

D part of the survey questionnaire was exactly the same with the D part of the pre-survey. It was designed to find out the participants' attitudes towards assessment types. The reason why Part D was not changed is that to answer the research questions of the study, a comparison of the participants' attitudes should be made to see if any changes have occurred in the participants' attitudes toward the assessment types after the task implementation process. The part D is composed of 39 statements in total which were structured on a four-point Likert scale with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree* = 4, *Agree*= 3, *Disagree* = 2, *Strongly Disagree*= 1. Part D was divided into three subsections according to the assessment types that the participants were expected to express their attitudes on: a) Traditional, b) Alternative and c) Online. According to the statistical analysis, for each subsection, the results for each item are presented below.

4.2.4.1 Post-survey Part D, Subsection a: Results

In Part D, the first subsection was designed to reveal the attitudes of the participants toward the traditional assessment. The 'subsection a' is composed of 11 four-point Likert type questions with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree* = 4, *Agree*= 3, *Disagree* = 2, *Strongly Disagree*= 1. Table 4.17 shows the analysis of the results.

Table 4.17 Results of the questions in post survey Part D, sub-section a

	Mean	N of Items
Item Means	2,123	11

Statements	N	M	SD	Answer Choices	f	%
1 I feel under pressure when I have to take the midterms and finals in class.	40	1,7000	,75786	Strongly Disagree	1	2,5
				Disagree	4	10,0
				Agree	17	42,5
				Strongly Agree	18	45,0
2 I prefer standardized/traditional tests to projects or take-home exams.	40	2,1750	,84391	Strongly Disagree	8	20,0
				Disagree	20	50,0
				Agree	9	22,5
				Strongly Agree	3	7,5
3 I believe the traditional measures are adequate to assess the students.	40	2,0000	,71611	NA	1	2,5
				Strongly Disagree	7	17,5
				Disagree	23	57,5
				Agree	9	22,5
4 I think traditional assessment methods cannot assess practical skills or application of knowledge.	40	1,9000	,87119	Strongly Disagree	2	5,0
				Disagree	8	20,0
				Agree	16	40,0
				Strongly Agree	14	35,0
5 I believe by using only traditional assessment methods, instructors can understand the performance and progress of learners.	40	1,7500	,66986	Strongly Disagree	15	37,5
				Disagree	20	50,0
				Agree	5	12,5

Table 4.17 Results of the questions in post survey Part D, sub-section a (continued)

	Statements	N	M	SD	Answer Choices	f	%
6	I think the traditional assessment methods are not enough to assess team or collaborative learning	40	1,8500	,62224	Disagree	5	12,5
					Agree	24	60,0
					Strongly Agree	11	27,5
7	I feel secure when the nature of the criteria for assessment is specified by the teachers not the students.	40	2,8500	,57957	Disagree	10	25,0
					Agree	26	65,0
					Strongly Agree	4	10,0
8	The traditional assessment methods do not pay attention to the individual needs and interests of the students.	40	2,0000	,81650	Strongly Disagree	3	7,5
					Disagree	4	10,0
					Agree	23	57,5
					Strongly Agree	10	25,0
9	The traditional methods are used for the <i>assessment of learning</i> not the <i>assessment for learning</i> ..	40	2,0000	,67937	Strongly Disagree	1	2,5
					Disagree	6	15,0
					Agree	25	62,5
					Strongly Agree	8	20,0
10	I am satisfied with the grades that I receive from traditional types of assessment.	40	2,3000	,68687	Strongly Disagree	4	10,0
					Disagree	21	52,5
					Agree	14	35,0
					Strongly Agree	1	2,5

Table 4.17 *Results of the questions in post survey Part D, sub-section a (continued)*

Statements	N	M	SD	Answer Choices	f	%
11 I would like to use traditional assessment methods in my English courses when I graduate and become a teacher.	40	2,2500	,66986	Strongly Disagree	5	12,5
				Disagree	20	50,0
				Agree	15	37,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

The participants (n=35) showed the most negative attitude toward the traditional assessment in question 1, 5 and 6 with the mean of 1,700, 1,750 and 1,850 respectively. In question 1, most of the participants selected either ‘agree’ or ‘strongly agree’ as the option indicating that they feel stressed when they need to take midterm and final exams in class. In question 5, the participants mostly chose ‘either disagree’ or ‘strongly disagree’ to oppose the idea that by using only traditional assessment methods, instructors can understand the performance and progress of learners. In question 6, majority of the participants selected ‘agree’ or ‘strongly agree’ as an option supporting the idea that the traditional assessment methods are not enough to assess team or collaborative learning. In questions 2, 3, 4 the participants showed a negative attitude toward the traditional assessment even though the number of the participants who showed a positive attitude is not as low as it is in questions 1, 5, and 6. In question 2 with the mean of 2,175, more than half of the participants (n=28) opposed the idea by choosing either ‘disagree’ or ‘strongly disagree’ that they prefer standardized/traditional tests to projects or take-home exams. In question 3 with the mean of 2, most of the participants (n=30) stated that they do not believe the traditional methods are sufficient in assessing the students. In question 4 with the mean of 1,900, most of the participants (n=30) agreed that the traditional assessment methods cannot assess practical skills or application of knowledge. Question 7, on the other hand, has a distinctive feature compared to the other questions in Part D subsection a, since in only question 7 the participants (n=30) came up with a positive attitude toward the traditional assessment expressing that they feel comfortable if the criteria for assessment is specified by the teachers.

Therefore, the mean of attitude in question 7 is 2,850 which is the highest mean of attitude in Part D subsection a. In questions 8 and 9 with the mean of 2, the participants (n=33) displayed a negative attitude toward the traditional assessment by indicating that the traditional assessment methods do not pay attention to the individual needs and interests of the students and used for the assessment of learning not the assessment for learning. In question 10, although the number of the participants who showed a negative attitude toward the traditional assessment is more, the number of the participants with the positive attitude is also high. That is, 25 participants selected ‘disagree’ or ‘strongly disagree’ as the option to oppose the idea in question 10 that they are not satisfied with the grades that they received from traditional types of assessment while 15 participants chose ‘agree’ or ‘strongly agree’ to express their positive attitude toward the traditional assessment. The same situation is valid for question 11 that by choosing ‘disagree’ or ‘strongly disagree’ as the option, 25 participants stated they wouldn’t prefer to use traditional assessment methods in their English courses when they graduate and become a teacher while the rest 15 participants selected ‘agree’ or ‘strongly agree’ for this question. In general, except for the question 7, in all the questions the participants did not support the use of traditional assessment methods in classes.

Table 4.18 *The general mean of attitude for Part D, subsection a*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2,123	1,700	3,350	1,650	1,971	,200	11

Overall, as it is seen in table 4.18 above, the general mean of attitude is 2,123 for the Part D ‘subsection a’ of the post-survey. This shows that the participants have shown a negative attitude toward the traditional assessment methods.

4.2.4.2 Post-survey Part D, Subsection b: Results

Part D ‘subsection b’ was designed to find out the attitudes of the participants towards alternative assessment. The second subsection of Part D consists of 13 four-point Likert type questions with values ranging from 1 to 4. The scorings for the statements were as follows: *Strongly Agree* = 4, *Agree*= 3, *Disagree* = 2, *Strongly Disagree*= 1. Table 4.19 shows the analysis of the results.

Table 4.19 Results of the questions in post survey Part D, sub-section b

	Mean	N of Items
Item Means	3,212	13

	Statements	N	M	SD	Answer Choices	f	%
1	I think self-assessment through reflecting on my work is useful in our courses.	40	3,1250	,56330	Disagree	4	10,0
					Agree	27	67,5
					Strongly Agree	9	22,5
2	I think peer-assessment is useful in our courses.	40	2,9250	,69384	Strongly Disagree	1	2,5
					Disagree	8	20,0
					Agree	24	60,0
					Strongly Agree	7	17,5
3	I prefer to be assessed by a series of tasks throughout the semester instead of being assessed by just a midterm and a final.	40	3,1250	,68641	Strongly Disagree	1	2,5
					Disagree	4	10,0
					Agree	24	60,0
					Strongly Agree	11	27,5
4	I think both traditional and alternative assessment methods should be used in combination in a course.	40	3,3750	,66747	Disagree	4	10,0
					Agree	17	42,5
					Strongly Agree	19	47,5

Table 4.19 Results of the questions in post survey Part D, sub-section b (continued)

	Statements	N	M	SD	Answer Choices	f	%
5	I am more motivated by alternative assessment methods.	40	3,1000	,70892	Strongly Disagree	1	2,5
					Disagree	5	12,5
					Agree	23	57,5
					Strongly Agree	11	27,5
6	Alternative assessment methods help me to become a more autonomous learner.	40	3,2250	,65974	Strongly Disagree	1	2,5
					Disagree	2	5,0
					Agree	24	60,0
					Strongly Agree	13	32,5
7	I think alternative assessment methods do not help me to improve myself more than the traditional assessment methods do.	40	3,2500	,70711	Strongly Disagree	15	37,5
					Disagree	21	52,5
					Agree	3	7,5
					Strongly Agree	1	2,5
8	I would like to see more applications of alternative assessment methods in our courses.	40	3,1500	,53349	Disagree	3	7,5
					Agree	28	70,0
					Strongly Agree	9	22,5
9	Alternative assessment methods provide authentic and continuous assessment of students' progress.	40	3,2500	,63043	Disagree	4	10,0
					Agree	22	55,0
					Strongly Agree	14	35,0

Table 4.19 Results of the questions in post survey Part D, sub-section b (continued)

	Statements	N	M	SD	Answer Choices	f	%
10	I think in alternative assessment methods students get more detailed and practical feedback compared to traditional assessment methods.	40	3,2750	,55412	Disagree	2	5,0
					Agree	25	62,5
					Strongly Agree	13	32,5
11	Alternative assessment methods provide students the opportunity to interact with their teachers and classmates during the teaching/learning process.	40	3,3750	,54006	Disagree	1	2,5
					Agree	23	57,5
					Strongly Agree	16	40,0
12	I believe alternative assessment methods do not improve my critical thinking skills more than the traditional assessment methods do.	40	3,2250	,57679	Strongly Disagree	12	30,0
					Disagree	25	62,5
					Agree	3	7,5
13	I would like to use alternative assessment methods in my English courses when I graduate and become a teacher.	40	3,3500	,57957	Disagree	2	5,0
					Agree	22	55,0
					Strongly Agree	16	40,0

Note. N = number, M = mean, SD = standard deviation, f= frequency

In all the questions of Part D subsection b, the participants displayed a positive attitude toward the alternative assessment methods. While the highest mean of attitude is 3,375, the lowest mean of attitude is 2,925 among all the questions in Part D section b. In questions 1, 4, 8, 9, 10, 11 and 13, none of the participants selected 'strongly disagree' as the option. In questions 1 and 2, the participants expressed that self-assessment (n=36) and pair-assessment (n=31) are useful in their courses. In question 3, the participants (n=35) indicated that they prefer to be assessed by a series of tasks throughout the semester instead of being assessed by just a midterm and a final exam. Although in question 5, 34 participants stated that alternative assessment methods motivated them more than the other assessment methods, in question 4, 36 participants stated that both traditional and alternative assessment methods should be combined in a course. That is, while the mean of attitude in question 5 is 3,100, the mean of attitude in question 4 is 3,375. The results of the analysis in question 4 and 5 show that besides having a positive attitude toward the alternative assessment, much more participants are willing to support the idea that the traditional and alternative assessment are used in combination in a course. In questions 6 and 8, the participants (n=37) mentioned that alternative assessment methods help them to become a more autonomous learner and so they would like to see more applications of alternative assessment methods in their courses. In question 7, majority of the participants (n=36) selected either 'disagree' or 'strongly disagree'; therefore, they think that the alternative assessment methods help them to improve themselves more than the traditional assessment methods do. In question 9, most of the participants (n=36) believe that alternative assessment methods provide authentic and continuous assessment of students' progress. In question 10, the participants (n=38) stated that in alternative assessment methods the students get more detailed and practical feedback compared to the traditional assessment methods. In question 11, except for one participant, all the participants indicated that alternative assessment methods enable interaction of the students with their classmates and instructors. In question 12, almost all the participants (n=37) disagreed with the idea that alternative assessment methods do not improve their critical thinking skills more than the traditional assessment methods do. Most importantly, after the task implementation process, as pre-service teachers, in question 13, almost all the

participants (n=38) pointed out that they would like to use alternative assessment methods in their English courses when they start teaching full-time.

Table 4.20 *The general mean of attitude for Part D, subsection b*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,212	2,925	3,375	,450	1,154	,016	13

Overall, as it is shown in table 4.20 above, the general mean of the attitude in Part D ‘subsection b’ of the post survey is 3,212, which means that the participants displayed a positive attitude toward the alternative assessment methods.

4.2.4.3 Post-survey Part D, Subsection c: Results

In Part D ‘subsection c’ of the post-survey, the results of the analysis reveal the attitudes of the participants towards the online assessment. The third subsection of Part D is composed of 15 four-point Likert type questions with values ranging from 1 to 4. The scorings for the statements were as follows: Strongly Agree = 4, Agree= 3, Disagree = 2, Strongly Disagree= 1. Table 4.21 shows the analysis of the results.

Table 4.21 Results of the questions in post survey Part D, sub-section c

	Mean	N of Items
Item Means	2,983	15

Statements	N	M	SD	Answer Choices	f	%
1 I prefer being assessed by the use of technology instead of paper based tests.	40	2,7750	,76753	Disagree	17	42,5
				Agree	15	37,5
				Strongly Agree	8	20,0
2 I think the exams should also be integrated with the technology.	40	2,7250	,59861	Disagree	14	35,0
				Agree	23	57,5
				Strongly Agree	3	7,5
3 I prefer to receive private online feedback instead of getting it in front of my classmates.	40	3,4500	,63851	Disagree	3	7,5
				Agree	16	40,0
				Strongly Agree	21	52,5
4 I think online assessment methods can assess specific skills in English through computer-based testing better than other assessment methods.	40	2,9000	,54538	Disagree	8	20,0
				Agree	28	70,0
				Strongly Agree	4	10,0
5 I prefer traditional assessment methods over online assessment.	40	2,8500	,62224	Strongly Disagree	5	12,5
				Disagree	24	60,0
				Agree	11	27,5

Table 4.21 *Results of the questions in post survey Part D, sub-section c (continued)*

	Statements	N	M	SD	Answer Choices	f	%
6	I prefer online assessment methods since I can have access to my classmates' work whenever and wherever I want.	40	2,8750	,64798	Disagree	11	27,5
					Agree	23	57,5
					Strongly Agree	6	15,0
					NA	2	5,0
7	I think online assessment tools save time in getting feedback.	40	2,9750	,94699	Strongly Disagree	1	2,5
					Disagree	3	7,5
					Agree	24	60,0
					Strongly Agree	10	25,0
8	I think online assessment methods are useful in assessing collaboration and team work among learners.	40	3,0750	,52563	Disagree	4	10,0
					Agree	29	72,5
					Strongly Agree	7	17,5
9	I believe it is better to be assessed online because the teachers can appeal to different types of learners.	40	2,9000	,70892	Strongly Disagree	1	2,5
					Disagree	9	22,5
					Agree	23	57,5
					Strongly Agree	7	17,5
10	I feel more relaxed and comfortable when I am being assessed online compared to traditional tests.	40	3,0000	,71611	Disagree	10	25,0
					Agree	20	50,0
					Strongly Agree	10	25,0

Table 4.21 *Results of the questions in post survey Part D, sub-section c (continued)*

	Statements	N	M	SD	Answer Choices	f	%
11	I think online assessment is helpful because teachers and learners do not have to be in the same physical space.	40	3,0500	,67748	Disagree	8	20,0
					Agree	22	55,0
					Strongly Agree	10	25,0
12	I think online assessment is more suitable to assess English language and teaching skills.	40	2,7500	,74248	Strongly Disagree	2	5,0
					Disagree	11	27,5
					Agree	22	55,0
					Strongly Agree	5	12,5
13	I believe I do not have enough computer skills to be assessed online.	40	3,3000	,64847	Strongly Disagree	16	40,0
					Disagree	20	50,0
					Agree	4	10,0
14	I think online assessment can provide authentic tools that other assessment methods cannot provide in English methodology courses.	40	2,9750	,57679	Disagree	7	17,5
					Agree	27	67,5
					Strongly Agree	6	15,0
15	I would like to use online assessment methods in my English courses when I graduate and become a teacher.	40	3,1500	,62224	Disagree	5	12,5
					Agree	24	60,0
					Strongly Agree	11	27,5

Note. N = number, M = mean, SD = standard deviation, f= frequency

Except for the questions 1, 2 and 12, the participants displayed a positive attitude toward the online assessment methods. In question 1, 2 and 12, the participants showed a positive attitude as well but the number of the participants who took a negative attitude toward the online assessment is also high for these three questions. In question 1, while 23 participants stated that they prefer being assessed by the use of technology instead of paper based tests by selecting either 'agree' or 'strongly agree' as an option, 17 participants chose 'disagree' or 'strongly disagree'. In question 2, the participants (n=26) supported the idea that the exams should be integrated with the technology but 14 participants stated their opinions in the opposite direction. In question 12, while 27 participants believed that online assessment is more suitable to assess English language and teaching skills, 13 participants showed a negative attitude toward the use of online assessment methods. In all the other questions except for the aforementioned three questions, the participants took a positive attitude toward the online assessment. In question 3, almost all the participants (n=37) stated that they prefer to receive private online feedback instead of getting it in front of their classmates. The analysis of the question 4 shows that the participants (n=32) believe online assessment methods can assess specific skills in English through computer-based testing better than other assessment methods. In question 5, most of the participants (n=29) opposed the idea that they prefer traditional assessment methods over online assessment. In question 6, the participants (n=29) stated that since they can see other students' work at any time and place, they prefer online assessment methods. In question 7 and 8, the participants expressed that online assessment tools can be time saving in getting feedback (n=34) and useful in assessing collaboration and team work among learners (n=36). In question 9 and 10, most of the participants (n=30) believe that online assessment is better as it appeals to various types of learners and makes people feel more comfortable. In question 11 and 12, the participants (n=32 for question 11 and n=27 for question 12) think that online assessment is helpful since it is practical in terms of not requiring the teachers and the students to be in the same physical place and more suitable to assess English language and teaching skills. In question 12; however, the number of participants (n=13) who selected 'disagree' or 'strongly disagree' is also high. This result shows that some of the participants do not think that online assessment methods are more suitable for assessing language and

teaching skills. The majority of the participants (n=36) disagreed with the idea in question 13 that they did not have enough computer skills to be assessed online. In question 14, most of the participants (n=33) indicated that the online assessment methods are unique in providing authentic tools in English methodology courses. The most important of all, as the participants are ELT students, 35 participants stated that they would like to use online assessment methods in their English courses when they graduate and become a teacher.

Table 4.22 *The general mean of attitude for Part D, subsection c*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2,983	2,725	3,450	,725	1,266	,041	15

Ultimately, the general mean of attitude in Part D ‘subsection c’ of the post-survey is 2,983. This result of the analysis shows that the participants of the present study showed a positive attitude toward the online assessment methods. Compared to the general mean of attitude in Part D ‘subsection b’ which is 3,212, the participants have a more positive attitude toward the alternative assessment methods than they do to online assessment methods.

4.2.5 Post-survey Part E: Results

In post-survey part E, there are 3 open ended questions designed in order to gather qualitative data on the attitudes of the participants both as a student and teacher toward the use of assessment types: a) traditional, b) alternative, c) online in their methodology courses. Since the question 1 in part E of the post-survey is the same with the question 1 in the pre-survey part E, the researcher had the opportunity to compare the participants’ attitude differences toward the assessment types which may occur after the tasks were implemented. As for the question 2, the participants were supposed to answer the previous question from the perspective of a teacher this time. The question 3 was designed to give the participants the opportunity to ask

their further questions or add their comments if any. The data of the post-survey part E collected and analyzed by the researcher is shown below under each question asked within Part E. (Please, see Appendix D for Part E of the post-survey)

4.2.5.1 Which one of the following assessments do you prefer as a student in your methodology courses? Why?

- a. Traditional (paper based, one shot tests)
- b. Alternative (ongoing assessment of student progress with authentic materials)
- c. Online (doing tasks online and getting feedback online)

In question 1 of post-survey the Part E, just like it was in the pre-survey part E question 1, the participants were asked to select one of the assessment types listed above and explain the reasons for their selection as a student. The results of the data are shown in table 4.23 and figure 4.27.

Table 4.23 *The choice of participants among three assessment types: Post-survey*

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$Post_E_assessments ^a	37	92,5%	3	7,5%	40	100,0%

a. Dichotomy group tabulated at value 1.

As it is seen in table 4.23, except for three participants, all the participants (n=37) selected one option or more than one option among the three assessment types. Therefore, 92,5% of the participants' responses are valid and included in the analysis.

In total, the number of the options for all the three assessment types is $37 \times 3 = 111$. That is, since there are three options that every participant can select, in total the 37 participants could select 111 options. Among these 111 options, the participants selected 54 options. Therefore, it is seen that not all the participants chose more than

one option. The distribution of these options among the three assessment types are shown below in figure 4.27:

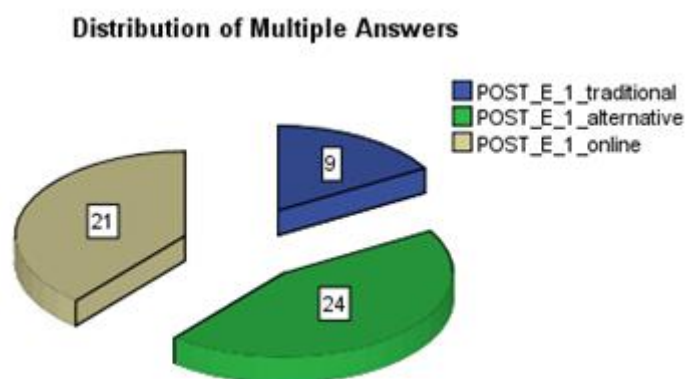


Figure 4.27 *The distribution of participants' choice in assessment types: Post-survey, Part E, Question 1*

In figure 4.27 above, it is seen that since 24 participants chose it, alternative assessment is the most preferred assessment type. Comparing the rest two assessment types, it is seen that online assessment is the second mostly preferred assessment type with 21 participants while the traditional assessment is the least preferred assessment type chosen by 9 participants.

During the analysis process, the initial categorization of the participants' responses on their preferences of the assessment types was made and these initial categories were placed under the basic themes. The basic themes and each category will be discussed in their own section according to the assessment type it belongs:

a) Perceptions toward the Traditional Assessment: According to the analysis of the participants' responses, 9 participants selected the traditional assessment as their preference for their methodology courses; therefore, traditional assessment methods are the least preferred assessment type. The reasons why they preferred to be assessed by the traditional methods were categorized under 2 basic categories: 1) Traditional assessment leads to success and 2) Traditional assessment is more comfortable.

a.1.) Traditional assessment leads to success:

The analysis of the students' responses shows that the participants believe the traditional assessment leads to success. According to the participants, being aware of the fact that they need to take the exams makes them study harder and also the participants do not believe in the effectiveness of the tasks compared to the traditional exams. The comments of the participants revealing that they believe in the success of the traditional assessment methods are given below:

Traditional assessment is the most successful type. If students know that they have to attend the exams, they prepare themselves better (Participant 2, Female, 11/12/2013).

Although I did all the tasks, I still got really low grade from midterm so there is no need for the tasks if they don't help us to learn (Participant 39, Female, 11/12/2013).

The comments above make it clear that the participants believe the traditional assessment methods are the most successful assessment type.

a.2.) Traditional assessment is more comfortable

The participants' responses indicate that they think the traditional assessment methods make the students feel more comfortable. The participants also pointed out that they are familiar with the traditional assessment methods the most and they don't believe in the necessity of the tasks as displayed in their comments:

In all my school life, I have been assessed by traditional methods and I am used to it. Also, not all the students have enough technological skills (Participant 11, Female, 11/12/2013).

I feel more comfortable with traditional methods because I am used to them (Participant 36, Female, 11/12/2013).

Just like the comments show, as students, the participants support the use of the traditional assessment methods in their methodology courses.

b) Perceptions toward the Alternative Assessment: As a result of the analysis, 24 participants preferred alternative assessment methods for their methodology courses. Considering the number of the participants, it can be said that alternative assessment methods are the most preferred type of assessment. The reasons why they made their choice on alternative assessment methods were categorized under 3 basic categories: 1) Alternative assessment methods focus on process, 2) Alternative assessment methods can assess the four language skills, and 3) Alternative assessment methods are more effective.

b.1.) Alternative assessment focuses on process:

According to the analysis of the participants' responses, they support the idea that in alternative assessment methods the participants are assessed for the whole learning process. They mentioned that it is more effective for both the teacher and the students to see the improvement in learning. Also, since the alternative assessment methods give importance to the students' performance through the process, the students learn in a more productive way. What the students mentioned related to this issue was given below:

It is more useful for students and teachers to have an idea about students' progress (Participant 2, Female, 19/12/2013).

It pays attention to the process not just the result. Therefore, better learning occurs (Participant 23, Female, 11/12/2013).

Alternative methods assess the performance of the students through the whole term not just once in an exam (Participant 16, Male, 11/12/2013).

The comments above show that the participants believe it is better to assess the students during the process while the learning occurs.

b.2.) Alternative assessment can assess the four language skills

Another reason indicated by the participants is that they think the alternative assessment methods are capable of assessing all the four language skills. The participants emphasized that traditional assessment methods cannot assess the students from all aspects; however, alternative assessment methods can assess the knowledge and various skills of the students. The students' responses on why they believed the alternative assessment methods can assess the four language skills were shown below:

Alternative assessment addresses the variety of skills so it appeals to every student (Participant 6, Female, 11/12/2013).

Traditional methods don't assess the true skills and the knowledge of the students but alternative methods can assess all four skills (Participant 29, Female, 11/12/2013).

The participants' comments above show that the alternative assessment is advantageous since these methods could assess all the skills and knowledge of the students accurately.

b.3.) Alternative assessment is more effective

The participants indicated that alternative assessment methods are more effective compared to the traditional and online assessment methods. They stated that traditional methods can put pressure on the students and online methods cannot create the same positive effect as the face-to-face methods can. Additively, participants emphasized that with online methods, the students may need to deal with technical problems. The participants suggested that the traditional methods and alternative methods could be combined since they believe the traditional methods are not adequate alone for the students to get better education.

Since traditional methods are stressful and can't assess the students truly and the online methods can't be as effective as face-to-face assessments, I prefer alternative assessments (Participant 15, Female, 11/12/2013).

I prefer alternative not online because in online assessments you can face technical problems (Participant 5, Female, 11/12/2013).

There should be alternative assessment methods in addition to traditional ones (Participant 24, Female, 11/12/2013).

As seen in the comments above, the participants believe that the alternative assessment methods are better in terms of effectiveness in various aspects such as being less stressful, not creating technical problems and assessing the true performance of the students.

c) Perceptions toward the Online Assessment:

The analysis of the participants' responses reveals that 21 participants chose to be assessed by the online assessment methods in their methodology courses. The reasons that the participants gave in their answers on why they preferred online assessment were categorized under 3 basic categories: 1) Online assessment saves time, 2) Online assessment is less stressful, and 3) Online assessment provides various sources.

c.1.) Online assessment saves time

While indicating why they preferred online assessment methods, the participants said that online assessment is time saving and can provide immediate feedback. They mentioned that it is easier to get feedback in online assessment methods and it saves both teachers' and students' time. The comments of the participants below reveal why the participants made their choice on the online assessment methods:

Online assessment is a more efficient way of managing time(Participant 32, Female, 11/12/2013).

It saves time and better in receiving and giving feedback(Participant 10, Female, 11/12/2013).

It is seen in the comments above that the participants take their side according to how practical a method is. Since with online assessment methods it is easier to save time and get immediate feedback, they preferred online methods.

c.2.) Online assessment is less stressful

Another reason that the participants came up with while explaining why they preferred online assessment method is they think online methods are less stressful. They believe the students feel more comfortable and freer so their motivation is higher when assessed online. Additively, they think that they do not feel under pressure since the students' assessment is examined while the students and the instructor are not in the same physical place. The comments of the students made in relation to why they preferred online assessment were as follows:

Online assessments make me feel more comfortable and relaxed since I am not doing anything in front of my instructors or other students(Participant 33, Female, 11/12/2013).

I didn't feel under pressure and I liked the course thanks to the online tasks (Participant 38, Female, 11/12/2013).

Considering the comments above, it is seen that the participants selected online assessment methods since they feel relaxed when assessed online. They also indicate it is better to get immediate feedback instead of getting feedback in traditional ways.

c.3.) Online assessment provides various sources

The participants pointed out that they preferred online assessment methods since online methods provide various sources that the participants can use. In their responses, the participants mentioned that it is possible to prepare assignments making use of numerous sources which helps the students to learn the subject better. The comments that the participants made on this issue were as follows:

Students can prepare their tasks in a comfortable environment making use of various sources (images, videos etc) so they become aware of the subject in details (Participant 13, Female, 11/12/2013).

I would do everything online if I had chance. We can make use of lots of sources while preparing our assignments (Participant 9, Female, 11/12/2013).

As shown in the comments above, the participants selected online assessment methods since they think it is better to make use of various sources while being assessed as it increases the students' knowledge on the target subject.

4.2.5.2 Which one of the following assessments do you prefer as a teacher in your language courses? Why?

- a. Traditional (paper based, one shot tests)
- b. Alternative (ongoing assessment of student progress with authentic materials)
- c. Online (doing tasks online and getting feedback online)

In the question 2 of the post-survey part E, the students were expected select the assessment type they would prefer in their language courses if they were English teachers and explain the reasons of their choice. The results of the data analysis for question 2 are displayed in table 4.24 and figure 4.28.

Table 4.24 *The choice of participants among three assessment types as a teacher*

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$Post_E_2_assessments ^a	38	95,0%	2	5,0%	40	100,0%

As it is seen in table 4.24, except for two participants, all the participants (n=38) selected one option or more than one option among the three assessment types. Therefore, 95% of the participants' responses are valid and included in the analysis. In total, the number of the options for all the three assessment types is $38 \times 3 = 114$. That is, since there are three options that every participant can select, in total the 38 participants could select 114 options. Among these 114 options, the participants selected 62 options. Therefore, it is seen, not all the participants chose more than one option. The distribution of these options among the three assessment types are shown below in figure 4.28:

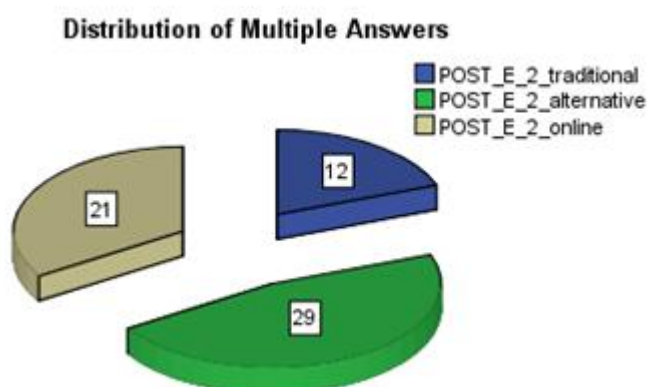


Figure 4.28 *The distribution of participants' choice in assessment types: Post-survey, Part E, Question 2*

As shown in figure 4.28 above, with 29 participants who chose alternative assessment as their preference for their language courses, the alternative assessment is the type of assessment preferred the most by the participants. Between the rest two of the assessment types, online assessment is the second most preferred assessment

type since 21 participants selected it for their language courses while the traditional assessment is the least preferred assessment type with the 12 participants. In the analysis process, the participants' responses were initially categorized according to their preferences of the assessment types and the initial categories were given under the basic themes. Each basic theme and its categories will be discussed in their own section that they belong:

a) Perceptions toward the Traditional Assessment:

The analysis of the participants' responses shows that as pre-service teachers 12 participants would rather assess their students with the traditional methods. Since only 12 participants selected the traditional assessment methods, these methods are the least preferred type. Most of the participants who chose traditional assessment methods did not come up with reasons for their choice; therefore, a category couldn't be formed. Nevertheless, one of the participants gave a reason for his/her choice:

You will get the same salary with the teachers who use traditional assessment types. So no need to bother(Participant 36, Female, 11/12/2013).

As it is seen, the number of the participants who wanted to assess the students via the traditional assessment methods is very low.

b)Perceptions toward the Alternative Assessment:

According to the analysis, the students' responses reveal that as teachers, 29 participants selected alternative assessment to use in their methodology courses, which means alternative assessment is the mostly preferred assessment type. The reasons that the participants mentioned in their responses on why they preferred alternative assessment were categorized under 2 basic categories: 1)Alternative assessment shows student performance and 2)Alternative assessment is more effective.

b.1.) Alternative assessment focuses on process

The participants preferred alternative assessment as teachers in their methodology courses because they think alternative assessment shows performance of the students.

They believe the alternative assessment methods are better in giving the opportunity to the teachers to see what their students have or not learned and through this process the students can practice their knowledge and display how productive they are. Therefore, the teachers could get more explicit knowledge about the students' progress. The comments of the participants as teachers explaining why they selected alternative assessment methods were given below:

It is more suitable for students and teacher can understand students' deficiencies(Participant 40, Female, 11/12/2013).

I want my students to show their creativity and practice what they learned in the process(Participant 19, Male, 11/12/2013).

Rather than assessing students with only one paper, ongoing assessment provides more accurate idea about the students(Participant 3, Female, 11/12/2013).

As expressed in the comments above, the participants wanted to assess their students with alternative methods since these methods focus on the process of the students' learning not on the product. Hence, the students are not just assessed to see whether they have learned what has been taught or not but they are assessed for learning; that is, they learn not only in class hours but also while they are assessed.

b.2.) Alternative assessment is more effective

Another reason the participants mentioned is that they think alternative assessment is more effective when compared to the traditional and online assessment methods. According to the participants, alternative assessment is better since it both gives chance for the face-to-face interaction and does not assess the students with one-shot tests. Additively, the participants pointed out that with alternative assessment, authentic materials can be used and students' language skills could be increased. Moreover, the students stated that online assessment does not provide a classroom environment and it could be distractive for the students. Traditional assessment methods are not adequate to teach and grade. As a result of this comparison, the

participants selected alternative assessment as their preference for the methodology courses. The comments of the participants on this issue are as follows:

For language learning, classroom environment is necessary especially for communication purposes. Therefore, since traditional methods are poor, the better way is to use the alternative assessment methods (Participant 37, Female, 11/12/2013).

Being full online could distract the students and the traditional ones are not enough in learning or grading so the alternative is better (Participant 25, Female, 11/12/2013).

We can improve our students' language skills (Participant 7, Female, 11/12/2013).

The comments above reveal that as pre-service teachers, the participants would prefer to assess their students with the alternative methods than online or traditional methods.

c) Perceptions toward the Online Assessment:

According to the results of the analysis, as pre-service teachers, 21 participants mentioned that they would like to assess their students with the online methods in their methodology courses. The reasons the participants gave for their choice were categorized under 3 basic categories: 1) Online assessment saves time, 2) Online assessment is less stressful, and 3) Online assessment is motivating.

c.1.) Online Assessment saves time

The participants stated that they prefer to assess their students via online methods since they are time saving. When they are online, the students can get feedback from their teachers immediately. Therefore, the participants supported the use of online assessment methods with the comments below:

I can check my students' work and give feedback via internet whenever and wherever I want (Participant 35, Female, 11/12/2013).

It saves both the students' and my time(Participant 27, Female, 11/12/2013).

As also seen in the comments above, the participants support the use of the online assessment methods for practical reasons.

c.2.) Online Assessment is less stressful

Another reason why the participants would rather assess their students with online methods is that they believe online assessment methods cause less stress. The participants stated that since both the students and the teacher feel more comfortable, the teachers could get to know their students much better. The comments with which the participants explained why they preferred online assessment methods were as follows:

I can know my students better because the online environment is more stress-free(Participant 34, Female, 11/12/2013).

This is the way that we can make students feel comfortable in a course(Participant 30, Female, 11/12/2013).

The comments clarify that the participants think online assessment methods do not put much pressure on the students which makes learning more stress-free.

c.3.) Online Assessment is motivating

The participants preferred online assessment methods since they believe online methods motivate the students to learn. Moreover, the participants think that online methods provide many options which could gather students' attention. The comments of the participants displaying the reasons for their choice are given below:

“I want my students to be more motivated and enthusiastic about my lesson
(Participant 26, Male, 11/12/2013).

There are more options to attract the students(Participant 19, Female, 11/12/2013).

Considering the comments above, it can be said that the participants believe the online assessment methods are stimulating which is an important characteristic in learning.

4.2.5.3 Any other comments or questions to the researcher?

In the Part E question 3 of the post-survey, the participants were requested to reveal their comments and suggestions on integrating technology to courses for the purposes of assessment. The comments and suggestions of the participants made were as follows:

4.2.5.3.1 Comments

In their responses, the participants mostly commented on tasks, Web 2.0 tools, and reflection papers used in the course ‘ELT Methods I’ with which the data for the present study is collected. In addition, the participants made comments in general on the integration of technology to their courses. A participant who commented on the technology being integrated to courses mentioned that technology being supported by the government changes the quality of education in a positive way. Another participant stated that technology is a need of our age and people of this age enjoy technology. In addition, one of the participants mentioned that integrating technology to their courses affected the learning better. A participant who made comment on the technological tools used in the course ‘ELT Methods I’ emphasized that the tools were very motivating since they reveal the students’ creativity; however, the reflection papers were not helpful for them. Another participant who stated his/her opinion on the Web 2.0 tools said that tools made their lessons more effective and interesting; therefore, s/he wanted to use these tools in his/her own courses in the future. One of the participants commenting on the both tasks and tools explained that even if the tasks seemed time-consuming at the beginning, later on s/he felt that s/he was very pleased to learn how to use these tools since s/he wouldn’t have tried and learned how to use these tools on her own. S/he also stated that she realized how beneficial these tasks are since s/he was not aware of them before. Another participant who commented on the tasks said that the tasks motivated them, raised their creativity and made the course content clearer. Supporting the previous comments, one participant pointed out that the tasks helped them to understand the

subject better and learn a lot of web tools, which was very encouraging for him/her to use technology more. Together with the positive comments on the task implementation process like ‘taking a course in which technology is used was quite interesting’ and ‘this methodology course with online tasks was really effective’, the participants emphasized that as pre-service teachers, they need to learn how to integrate technology to their courses.

4.2.5.3.2 Suggestions

As for the suggestions, one of the participants stated that technology integration should start from the primary schools since the participant claimed that s/he was not assessed with technological tools until the university. Another participant suggested that the share of the tasks out of the overall course grade should be increased so that the students could focus on the tasks rather than studying for the exams. In addition, one participant proposed that how to use the tools should be taught beforehand. Moreover, another participant said that in order learning not to be boring, technology should be used for assessment purposes. Knowing that technology develops very fast, one of the participants highlighted that technology should be integrated to their courses for them to improve themselves.

Considering the comments and suggestions of the participants, they displayed a positive attitude toward the integration of technology to their courses as the students are aware of the fact that we live in the technology era.

4.3 Pre-Survey and Post-Survey Comparison Results

The parts which were the same in the pre-survey and post-survey of the present study were Part A, C and D. In addition, the first question in Part E of the pre-survey and post-survey were the same as well. Those three parts except for Part E were analyzed via SPSS version 20.0 by conducting the Shapiro Wilks Test and Mann Whitney Test. In the analysis process, first the Shapiro Wilks test was implemented to see whether there was a normal distribution with the data. The analysis showed that there was not a normal distribution with the data; therefore, Independent Sample T-test was not used. Instead, the non-parametric equivalent of the Independent Sample T-

test, Mann Whitney Test was carried out to see if there were significant difference between the same questions in the pre-survey and post-survey. The open-ended questions in part E; on the other hand, were analyzed via constant comparative method. The results of the analysis for each common part in pre-survey and post-survey were given below:

4.3.1 Pre-Survey and Post-Survey Part C: Comparison Results

In this section, the responses of the participants for Part C of pre- and post-survey was compared to see if there are any changes in the participants' attitudes before and after the task implementation process and the results of the analysis were presented. In both pre-survey and post-survey, Part C was composed of the same 10 questions designed on four point Likert scale. The questions were designed to reveal the attitudes of the participants toward technology before and after the task implementation process. The results of the analysis display that in Part C of the pre-survey, the general mean was 3,103 while in Part C of the post-survey the general mean was 3,150. This shows that even if in both of the surveys the participants had a positive attitude toward technology, in the post-survey the participants had a more positive attitude toward the use of technology after the task implementation. The results of the analysis were given in Table 4.25 below:

Table 4.25 Mean Value comparison of pre- survey Part C statements and post- survey
Part C

Statements	Pre or Post	N	M	Shapiro- Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
1 I use the Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in my daily activities.	Pre	40	2,6750	0,000	No	Mann-Whitney	,044*
	Post	40	2,9500	0,000	No		
2 I believe I am more motivated by the use of technology in my courses.	Pre	40	3,0000	0,000	No	Mann-Whitney	,175
	Post	40	3,1500	0,000	No		
3 I think technology should be integrated to our lessons more.	Pre	40	3,2250	0,000	No	Mann-Whitney	,357
	Post	40	3,1500	0,000	No		
4 I learn better if I get to practice what I have learned with the help of multimedia such as images, videos, maps etc.	Pre	40	3,6000	0,000	No	Mann-Whitney	,118
	Post	40	3,4500	0,000	No		
5 I think sharing what I learn in class with my classmates online is enjoyable.	Pre	40	3,0000	0,000	No	Mann-Whitney	,235
	Post	40	2,9000	0,000	No		

Table 4.25 Mean Value comparison of pre- survey Part C statements and post- survey Part C (continued)

Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
6 Technological tools distract me in my learning.	Pre	40	3,1000	0,000	No	Mann-Whitney	,315
	Post	40	3,075	0,000	No		
7 I would like to see more examples of the use of technology in English classes.	Pre	40	3,2250	0,000	No	Mann-Whitney	,212
	Post	40	3,075	0,000	No		
8 I believe the use of technological tools improve my success in my courses.	Pre	40	3,0500	0,000	No	Mann-Whitney	,361
	Post	40	2,975	0,000	No		
9 I think I need the help of a classmate when I am learning with technology.	Pre	40	2,6000	0,000	No	Mann-Whitney	,010*
	Post	40	2,9750	0,000	No		
10 I would like to use technology to teach English to my students when I graduate.	Pre	40	3,5500	0,000	No	Mann-Whitney	,205
	Post	40	3,4250	0,000	No		

Note. N = number, M = mean, Sig.=Significant value(p-value)

According to the results of the Mann Whitney Test, it can be said that in Part C, there is a significant difference in items 1 and 9. As for item 1, while in the pre-survey the mean value was 2,675, in post-survey, it was 2,950. Hence, the mean value of the post-survey was higher than the pre-survey, which means the participants now use the Web 2.0 tools (wikis, blogs, social networking sites etc.) more actively in their daily activities after the task implementation process. In item 9, the mean value was 2,600 in pre-survey while it was 2,975 in the post-survey. This shows that since the mean value is higher in the post-survey, the participants think they do not need the help of a classmate when they are learning with technology much more than they did not need in the pre-survey. In items 2, 3, 4, 5, 6, 7, 8, the participants also showed a positive attitude in both pre- and post- surveys but when pre- and post- survey were compared, a significant difference between these items was not found.

Therefore, it can be said that in Part C of the pre- and post-survey, the participants had a positive attitude toward the use of technology and after the task implementation process, the students' attitudes got even more positive.

4.3.2 Pre-Survey and Post-Survey Part D: Comparison Results

In this section, the responses of the participants to Part D of pre- and post-survey was compared to see if there are any differences in the participants' attitudes before and after the task implementation process and the results of the analysis were presented. Part D, in both pre- and post-survey was divided into three subsections: section a, b and c. All three subsections of Part D were designed on a four point Likert scale. In Part D, the questions were formed to find out the attitudes of the participants toward the three assessment types before and after the task implementation process. While in Part D subsection a, the participants indicated their attitudes toward the traditional assessment, in subsection b and c, they stated their attitudes toward alternative and online assessment respectively. The results of the analysis were given under each subsection separately below:

4.3.2.1 Pre-Survey and Post-Survey Part D Subsection a Comparison Results

In Subsection a of Part D, the responses of the participants to pre- and post-survey was compared and analyzed to see whether the participants' attitudes toward the use of traditional assessment has changed after the tasks were implemented. The Subsection a of Part D consists of 11 same questions in pre- and post-survey. The analysis shows that in pre-survey the mean value was 2,223 while in post-survey the mean was 2,123, which clarifies that the participants had a negative attitude toward the use of traditional assessment in both pre- and post-surveys. In post survey, since the mean value is lower than that of pre-survey, it can be said that in post-survey, the participants' attitude got more negative after the tasks were implemented. The results of the analysis were displayed in Table 4.26 below:

Table 4.26 *Comparison of Mean Values of pre- survey Part D, sub-section a, statements and post- survey Part D, sub-section a*

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
1	I feel under pressure when I have to take the midterms and finals in class.	Pre	40	1,9500	0,000	No	Mann-Whitney	,118
		Post	40	1,7000	0,000	No		
2	I prefer standardized/traditional tests to projects or take-home exams.	Pre	40	2,4250	0,000	No	Mann-Whitney	,058
		Post	40	2,1750	0,000	No		
3	I believe the traditional measures are adequate to assess the students.	Pre	40	2,0500	0,000	No	Mann-Whitney	,375
		Post	40	2,0000	0,000	No		

Table 4.26 Comparison of Mean Values of pre- survey Part D, sub-section a, statements and post- survey Part D, sub-section a (continued)

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
4	I think traditional assessment methods cannot assess practical skills or application of knowledge.	Pre	40	2,1250	0,000	No	Mann-Whitney	,090
		Post	40	1,9000	0,000	No		
5	I believe by using only traditional assessment methods, instructors can understand the performance and progress of learners.	Pre	40	1,8000	0,000	No	Mann-Whitney	,398
		Post	40	1,7500	0,000	No		
6	I think the traditional assessment methods are not enough to assess team or collaborative learning	Pre	40	1,8250	0,000	No	Mann-Whitney	,499
		Post	40	1,8500	0,000	No		
7	I feel secure when the nature of the criteria for assessment is specified by the teachers not the students.	Pre	40	2,7000	0,000	No	Mann-Whitney	,280
		Post	40	2,8500	0,000	No		

Table 4.26 Comparison of Mean Values of pre- survey Part D, sub-section a, statements and post- survey Part D, sub-section a (continued)

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
8	The traditional assessment methods do not pay attention to the individual needs and interests of the students.	Pre	40	2,0250	0,000	No	Mann-Whitney	,321
		Post	40	2,0000	0,000	No		
9	The traditional methods are used for the <i>assessment of learning</i> not the <i>assessment for learning</i> ..	Pre	40	1,9500	0,000	No	Mann-Whitney	,447
		Post	40	2,0000	0,000	No		
10	I am satisfied with the grades that I receive from traditional types of assessment.	Pre	40	2,4000	0,000	No	Mann-Whitney	,236
		Post	40	2,3000	0,000	No		
11	I would like to use traditional assessment methods in my English courses when I graduate and become a teacher.	Pre	40	2,2250	0,000	No	Mann-Whitney	,392
		Post	40	2,2500	0,000	No		

Note. N = number, M = mean, Sig.=Significant value(p-value)

The analysis via Mann Whitney test shows that there is not a significant difference between the items in pre-survey and post-survey in Part D Subsection a. This proves that in items 1 to 11, after the task implementation process in post-survey, the

participants showed a negative attitude toward the use of traditional methods for assessment purposes as much as they did in the pre-survey before tasks were implemented.

4.3.2.2 Pre-Survey and Post-Survey Part D Subsection b Comparison Results

In Part D Subsection b, the participants' responses to pre- and post-survey were compared and analyzed to find out if there are any changes in the participants' attitudes toward the use of alternative assessment before and after the task implementation process. In both pre- and post- survey, Part D Subsection b included 13 same questions. The Comparison results of the Part D Subsection b in pre- and post- survey shows that the general mean was 3,083 in the pre-survey while it was 3,212 in the post-survey. This makes it clear that the participants took a positive attitude toward the use of alternative assessment in both pre- and post-surveys. However, since the general mean of post-survey was higher than pre-survey in Part D subsection b, it is understood that the students had a more positive attitude after the tasks were implemented. The results of the analysis were shown in Table 4.27 below:

Table 4.27 Comparison of Mean Values of pre- survey Part D, sub-section b, statements and post- survey Part D, sub-section b

Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
1 I think self-assessment through reflecting on my work is useful in our courses.	Pre	40	3,0000	0,000	No	Mann-Whitney	,239
	Post	40	3,1250	0,000	No		
2 I think peer-assessment is useful in our courses.	Pre	40	3,0250	0,000	No	Mann-Whitney	,212
	Post	40	2,9250	0,000	No		
3 I prefer to be assessed by a series of tasks throughout the semester instead of being assessed by just a midterm and a final.	Pre	40	2,9250	0,000	No	Mann-Whitney	,195
	Post	40	3,1250	0,000	No		
4 I think both traditional and alternative assessment methods should be used in combination in a course.	Pre	40	3,4250	0,000	No	Mann-Whitney	,425
	Post	40	3,3750	0,000	No		
5 I am more motivated by alternative assessment methods.	Pre	40	2,9250	0,000	No	Mann-Whitney	,111
	Post	40	3,1000	0,000	No		

Table 4.27 Comparison of Mean Values of pre- survey Part D, sub-section b, statements and post- survey Part D, sub-section b (continued)

Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
6 Alternative assessment methods help me to become a more autonomous learner.	Pre	40	2,8500	0,000	No	Mann-Whitney	,005*
	Post	40	3,2250	0,000	No		
7 I think alternative assessment methods do not help me to improve myself more than the traditional assessment methods do.	Pre	40	2,8000	0,000	No	Mann-Whitney	,029*
	Post	40	3,2500	0,000	No		
8 I would like to see more applications of alternative assessment methods in our courses.	Pre	40	3,0750	0,000	No	Mann-Whitney	,321
	Post	40	3,1500	0,000	No		
9 Alternative assessment methods provide authentic and continuous assessment of students' progress.	Pre	40	3,2000	0,000	No	Mann-Whitney	,370
	Post	40	3,2500	0,000	No		

Table 4.27 Comparison of Mean Values of pre- survey Part D, sub-section b, statements and post- survey Part D, sub-section b (continued)

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
10	I think in alternative assessment methods students get more detailed and practical feedback compared to traditional assessment methods.	Pre	40	3,1750	0,000	No	Mann-Whitney	,262
		Post	40	3,2750	0,000	No		
11	Alternative assessment methods provide students the opportunity to interact with their teachers and classmates during the teaching/learning process.	Pre	40	3,3750	0,000	No	Mann-Whitney	,459
		Post	40	3,3750	0,000	No		
12	I believe alternative assessment methods do not improve my critical thinking skills more than the traditional assessment methods do.	Pre	40	3,1750	0,000	No	Mann-Whitney	,448
		Post	40	3,2250	0,000	No		

Table 4.27 *Comparison of Mean Values of pre- survey Part D, sub-section b, statements and post- survey Part D, sub-section b (continued)*

Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
13 I would like to use alternative assessment methods in my English courses when I graduate and become a teacher.	Pre	40	3,1250	0,000	No	Mann-Whitney	,082
	Post	40	3,3500	0,000	No		

Note. N = number, M = mean, Sig.=Significant value(p-value)

The results of the analysis conducted with Mann Whitney test shows that there is a significant difference in items 6 and 7 in pre- and post- survey. In item 6, the mean value was 2,850 in pre-survey and 3,225 in post-survey. This shows that the participants believe alternative assessment methods helped them to become a more autonomous learner after the tasks were implemented. In item 7, while the mean value was 2,800 in the pre-survey, it was 3,250 in the post-survey. Since the mean value of the post-survey came out higher than the pre-survey, it can be said the participants support the idea more than they supported in the pre-survey that alternative assessment methods helped them to improve themselves more than traditional assessment methods did.

In items 1-5 and 8-13 the participants showed a positive attitude in both pre- and post- surveys as well but according to the comparison of the pre- and post- surveys, a significant difference between these items was not found.

Hence, it is clear that in Part D Subsection b of the pre- and post-survey, the participants had a positive attitude toward the use of alternative assessment methods and after the task implementation process, the students' attitudes toward being assessed by alternative methods got more positive.

4.3.2.3 Pre-Survey and Post-Survey Part D Subsection c Comparison Results

The comparison of the responses that the participants gave in Part D Subsection c of both pre- and post-surveys was made to learn whether there are any attitude changes toward the use of online assessment methods before and after the tasks were implemented. Part D Subsection c consists of 15 same questions in pre- and post-surveys. The analysis reveals that the general mean of pre-survey Part D Subsection C is 2,762 while the general mean of the post-survey is 2,983, which shows that the participants had a positive attitude toward the use of online assessment in both pre- and post-surveys. Nevertheless, since the general mean of post-survey is higher than the pre-survey, it can be said that after the task implementation, the participants showed a more positive attitude toward the use online assessment methods. The comparison results were given in Table 4.28 below:

Table 4.28 *Comparison of Mean Values of pre- survey Part D, sub-section c, statements and post- survey Part D, sub-section c*

Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
1 I prefer being assessed by the use of technology instead of paper based tests.	Pre	40	2,3250	0,000	No	Mann-Whitney	,012*
	Post	40	2,7750	0,000	No		
2 I think the exams should also be integrated with the technology.	Pre	40	2,5750	0,000	No	Mann-Whitney	,165
	Post	40	2,7250	0,000	No		
3 I prefer to receive private online feedback instead of getting it in front of my classmates.	Pre	40	3,0000	0,000	No	Mann-Whitney	,006*
	Post	40	3,4500	0,000	No		

Table 4.28 Comparison of Mean Values of pre- survey Part D, sub-section c, statements and post- survey Part D, sub-section c (continued)

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
4	I think online assessment methods can assess specific skills in English through computer-based testing better than other assessment methods.	Pre	40	2,3500	0,000	No	Mann-Whitney	,000*
		Post	40	2,5453	0,000	No		
5	I prefer traditional assessment methods over online assessment.	Pre	40	2,6500	0,000	No	Mann-Whitney	,150
		Post	40	2,8500	0,000	No		
6	I prefer online assessment methods since I can have access to my classmates' work whenever and wherever I want.	Pre	40	2,8750	0,000	No	Mann-Whitney	,473
		Post	40	2,8750	0,000	No		
7	I think online assessment tools save time in getting feedback.	Pre	40	3,0750	0,000	No	Mann-Whitney	,412
		Post	40	2,9750	0,000	No		

Table 4.28 *Comparison of Mean Values of pre- survey Part D, sub-section c, statements and post- survey Part D, sub-section c (continued)*

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
8	I think online assessment methods are useful in assessing collaboration and team work among learners.	Pre	40	2,7000	0,000	No	Mann-Whitney	,007*
		Post	40	3,0750	0,000	No		
9	I believe it is better to be assessed online because the teachers can appeal to different types of learners.	Pre	40	2,5250	0,000	No	Mann-Whitney	,025*
		Post	40	2,9000	0,000	No		
10	I feel more relaxed and comfortable when I am being assessed online compared to traditional tests.	Pre	40	2,7750	0,000	No	Mann-Whitney	,121
		Post	40	3,0000	0,000	No		
11	I think online assessment is helpful because teachers and learners do not have to be in the same physical space.	Pre	40	2,7750	0,000	No	Mann-Whitney	,049*
		Post	40	3,0500	0,000	No		

Table 4.28 *Comparison of Mean Values of pre- survey Part D, sub-section c, statements and post- survey Part D, sub-section c (continued)*

	Statements	Pre or Post	N	M	Shapiro-Wilks Sig.	Distributed Normally Yes/No	Test Type	Sig
12	I think online assessment is more suitable to assess English language and teaching skills.	Pre	40	2,4500	0,000	No	Mann-Whitney	,023*
		Post	40	2,7500	0,000	No		
13	I believe I do not have enough computer skills to be assessed online.	Pre	40	3,0250	0,000	No	Mann-Whitney	,058
		Post	40	3,3000	0,000	No		
14	I think online assessment can provide authentic tools that other assessment methods cannot provide in English methodology courses.	Pre	40	2,7250	0,000	No	Mann-Whitney	,034*
		Post	40	2,9750	0,000	No		
15	I would like to use online assessment methods in my English courses when I graduate and become a teacher.	Pre	40	2,6000	0,000	No	Mann-Whitney	,001*
		Post	40	3,1500	0,000	No		

Note. N = number, M = mean, Sig.=Significant value(p-value)

The results of the analysis made via Mann Whitney Test reveals that there is a significant difference in items 1, 3, 4, 8, 9, 11, 12, 14, 15 in pre- and post-survey. In item 1, the mean value is 2,325 in pre-survey and 2,775 in post-survey. This shows that even though the participants did not take a positive attitude toward item 1 in the pre-survey, they now have a positive attitude after the tasks were implemented, that is, they prefer being assessed by the use of technology instead of paper-based tests. In item 3, while in the pre-survey the mean value was 3,000, in the post-survey it was 3,450, which indicates that the participants had a positive attitude in both pre- and post-surveys toward item 3. Comparing the mean values, it is also possible to say that in post-survey the mean value is higher than that of pre-survey, which means in post-survey, the participants prefer to receive private online feedback instead of getting it in front of their classmates much more than they did in the pre-survey. In item 4, the mean value was 2,350 in the pre-survey and 2,545 in the post-survey, which demonstrates that while in the pre-survey the participants had a negative attitude toward item 4, in post-survey they showed a positive attitude. That is, the participants supported the statement in the post-survey that online assessment methods can assess specific skills in English through computer-based testing better than other assessment methods. In item 8, the mean value in the pre-survey was 2,700 and 3,075 in the post survey, which displays that the participants had a positive attitude toward item 8 in both pre- and post-survey. However, in post survey the mean value was higher than that of pre-survey, which means that in post-survey the participants believed the usefulness of online methods in assessing collaboration and team work among learners much more than they did in the pre-survey. As for item 9, while the mean value in the pre-survey was 2,525, in the post-survey it was 2,900. Therefore, even though in both of the surveys, the participants took a positive attitude toward the item 9, it can be seen that there is an increase in the positive attitude in the post-survey. This indicates in the post-survey, the participants agreed much more than they did in the pre-survey that it is better to be assessed online because the teachers can appeal to different types of learners. In item 11, the mean value in the pre-survey was 2,775 while it was 3,050 in the post-survey. This indicates that the participants showed a positive attitude toward item 11 in both pre- and post-surveys but in the post-survey, there is an increase in the number of the

participants who agreed with the statement ‘I think online assessment is helpful because teachers and learners do not have to be in the same physical place’. In item 12, the mean value was 2,450 in the pre-survey and 2,750 in the post-survey, which clarifies that there is a significant difference in item 12. In the pre-survey, the participants showed a negative attitude toward the item 12 while in the post-survey with the increase in the number of the participants who agreed with the item 12, the participants showed a positive attitude toward the statement ‘I think online assessment is more suitable to assess English language and teaching skills’. In item 14, the mean values in the pre- and post-survey were 2,725 and 2,975 respectively, which means that in both of the surveys; the participants took a positive attitude toward the item 14. Seeing that there is a significant difference between the results of pre- and post-survey in item 14, it should also be stated that in the post-survey the number of the participants who agreed with item 14 is more. Therefore, it is clear that the participants think online assessment can provide authentic tools that other assessment methods cannot provide in English methodology courses. The last significant difference is in item 15 which has a mean value of 2,600 in the pre-survey and 3,150 in the post-survey. The result indicates that the participants had a positive attitude toward item 15 in both of the surveys. In addition to that, in the post-survey there is an increase in the number of the participants who agreed to the item 15 ‘I would like to use online assessment methods in my English courses when I graduate and become a teacher.’

In the rest of the items 2, 5, 6, 7, 10, and 13 there is not a significant difference between the results of pre-survey and post-survey. In these items, the participants showed a positive attitude toward the use of online assessment methods both in the pre- and post-survey.

4.3.3 Pre-Survey and Post-Survey Part E: Comparison Results

Part E of the pre- and post-survey was composed of open ended questions and the question 1 of Part E is the same in both of the surveys. In question 1, the participants were asked: ‘Which one of the following assessments do you prefer as a student in your methodology courses? Why?’ To give an answer for question 1, the participants

needed to choose the assessment method they prefer among three types of assessment methods presented in figure 4.29 below. Then, they explained their reasons for their choice. In both of the surveys, the choices of the participants were calculated via SPSS 20.0 and the reasons that they give for their choice were coded via constant-comparative method. In this part, the comparison will be discussed via the figures and tables the researcher obtained from the analysis with SPSS 20.0. For both pre- and post-survey, the results of the analysis were shown below in the figure 4.29:

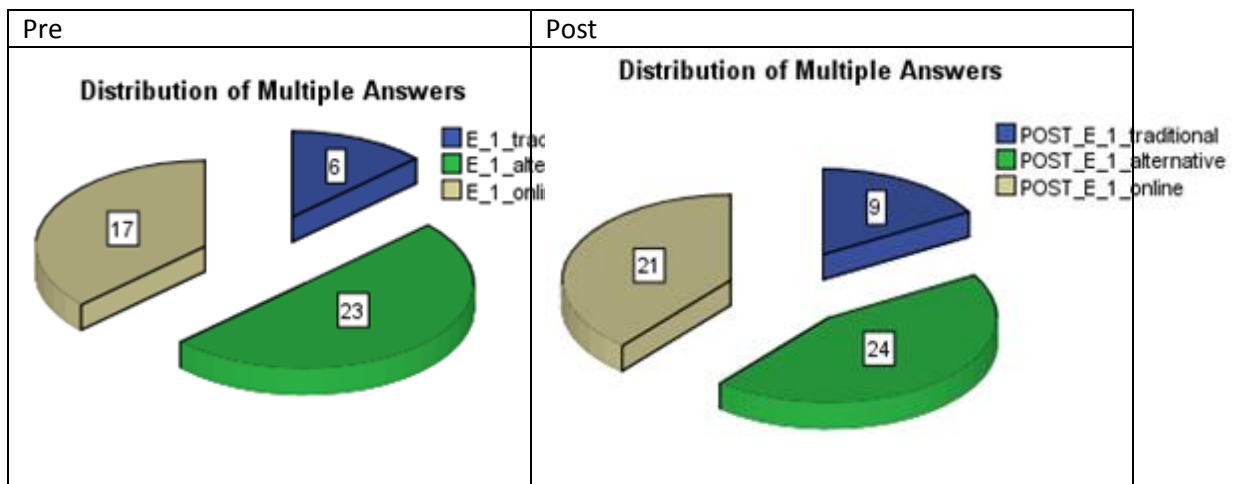


Figure 4.29 Comparison of participants' assessment type choice in pre- and post-survey

In the first question of Part E, the 40 participants were presented with three types of assessments that they can choose from; therefore, in each survey, there are $40 \times 3 = 120$ choices that the participants could make at most. In the pre-survey, it is seen that 46 choices were made in total while 54 choices were made in the post-survey. Since there are 40 participants in the present study, it is understood that some of the participants made more than one choice in both of the surveys. The responses of the participants who chose more than one option in the pre-survey were analyzed and shown below in the tables 4.29 and 4.30:

Table 4.29 *The choices of the participants according to each assessment type: Pre-survey (Traditional stabilized)*

\$assessments*E_1_traditional Crosstabulation

		E_1_traditional		Total	
		NA	Answered		
Preferred Assessments ^a	E_1_traditional	Count	0	6	6
		% within \$assessments	0,0%	100,0%	
		% within E_1_traditional	0,0%	100,0%	
		% of Total	0,0%	15,4%	15,4%
	E_1_alternative	Count	21	2	23
		% within \$assessments	91,3%	8,7%	
		% within E_1_traditional	63,6%	33,3%	
		% of Total	53,8%	5,1%	59,0%
	E_1_online	Count	15	2	17
		% within \$assessments	88,2%	11,8%	
		% within E_1_traditional	45,5%	33,3%	
		% of Total	38,5%	5,1%	43,6%
Total	Count	33	6	39	
	% of Total	84,6%	15,4%	100,0%	

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

In the table 4.29 above, the results of the traditional assessment methods were kept stable and compared to the results of online and alternative assessment methods.

In the pre-survey, it is seen that 15,4% of the participants selected traditional assessment methods, which is equivalent to 6 participants from 40 participants. Out of 6 participants who chose traditional assessment methods, 2 participants selected both traditional and alternative assessment while 2 other participants chose traditional and online assessment methods together. The rest 2 of the participants; on the other hand, selected the traditional assessment methods alone. This shows us that except for the two participants who only selected the traditional methods, the rest 4 participants believe the combination of the traditional assessment methods with the other methods would be better.

Table 4.30 *The choices of the participants according to each assessment type: Pre-survey (Online stabilized)*

\$assessments*E_1_online Crosstabulation

		E_1_online		Total	
		NA	Answered		
Preferred Assessments ^a	E_1_traditional	Count	4	2	6
		% within \$assessments	66,7%	33,3%	
		% within E_1_online	18,2%	11,8%	
		% of Total	10,3%	5,1%	15,4%
	E_1_alternative	Count	19	4	23
		% within \$assessments	82,6%	17,4%	
		% within E_1_online	86,4%	23,5%	
		% of Total	48,7%	10,3%	59,0%
	E_1_online	Count	0	17	17
	% within \$assessments	0,0%	100,0%		
	% within E_1_online	0,0%	100,0%		
	% of Total	0,0%	43,6%	43,6%	
Total	Count	22	17	39	
	% of Total	56,4%	43,6%	100,0%	

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

In the table 4.30 above, the results of the online assessment methods were kept stable and compared to the results of traditional and alternative assessment methods.

It is shown that 17 participants made their preference on the online assessment methods, which means 43,6% of the participants chose online assessment methods. Out of these 17 participants who preferred online assessment methods, 4 of them also selected the alternative assessment methods and 2 of them chose traditional assessment methods either. This means while 11 participants think that online assessment methods is adequate alone, 4 of the participants believe it would be better if the online methods used together with alternative methods and 2 of the participants think the students should be assessed not only by the online but also traditional methods. It is also seen that 23 participants made their preference on the alternative assessment methods, which means 59% of the participants chose alternative assessment methods. Therefore, alternative methods are the most preferred assessment type in the pre-survey.

In the tables 4.31 and 4.32 below, the responses of the participants who chose more than one option in the post-survey were displayed. In the post-survey, even though there are 40 participants, 54 choices were made. This proves that there are participants who chose more than one option for the question 1 in Part E.

Table 4.31 *The choices of the participants according to each assessment type: Post-Survey (Traditional stabilized)*

\$Post_E_assessments*POST_E_1_traditional Crosstabulation

		POST_E_1_traditional		Total
		NA	Answered	
Preferred Assessments ^a	Count	0	9	9
	POST_E_1_ % within \$Post_E_assessments	0,0%	100,0%	
	traditional % within POST_E_1_traditional	0,0%	100,0%	
	% of Total	0,0%	23,1%	23,1%
	Count	20	4	24
	POST_E_1_ % within \$Post_E_assessments	83,3%	16,7%	
	alternative % within POST_E_1_traditional	66,7%	44,4%	
	% of Total	51,3%	10,3%	61,5%
	Count	18	3	21
	POST_E_1_ % within \$Post_E_assessments	85,7%	14,3%	
	online % within POST_E_1_traditional	60,0%	33,3%	
	% of Total	46,2%	7,7%	53,8%
Total	Count	30	9	39
% of Total		76,9%	23,1%	100,0%

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

As it is seen from the table 4.31 above, the results of the traditional assessment methods gathered from the post-survey were kept stable and compared to the results of online and alternative assessment methods. The table clearly presents that 23,1% of the participants preferred to be assessed by the traditional assessment methods, corresponding number of which is 9 participants from 40 participants. Out of these 9 participants, 4 of them chose alternative assessment and 3 of them chose online assessment in addition to their choice of traditional assessment, which, in this case, means only 2 of the participants selected the traditional assessment methods alone. As a result of the analysis, table 4.31 makes it clear that only 2 participants believe the traditional assessment is enough by itself while the other 7 participants think the

traditional assessment should be conducted either in combination with alternative or online assessment methods.

Table 4.32 *The choices of the participants according to each assessment type: Post-survey (Online stabilized)*

\$Post_E_assessments*POST_E_1_online Crosstabulation

		POST_E_1_online		Total
		NA	Answered	
	Count	6	3	9
	POST_E_1_traditional	66,7%	33,3%	
	% within \$Post_E_assessments	33,3%	14,3%	
	% within POST_E_1_online	15,4%	7,7%	23,1%
	Count	13	11	24
Preferred Assessment ^a	POST_E_1_alternative	54,2%	45,8%	
	% within \$Post_E_assessments	72,2%	52,4%	
	% within POST_E_1_online	33,3%	28,2%	61,5%
	Count	0	21	21
	POST_E_1_online	0,0%	100,0%	
	% within \$Post_E_assessments	0,0%	100,0%	
	% within POST_E_1_online	0,0%	53,8%	53,8%
Total	Count	18	21	39
	% of Total	46,2%	53,8%	100,0%

Percentages and totals are based on respondents.

In the table 4.32 above, by keeping the results of the online assessment methods stable, the results of the three types of assessment methods were compared. 53,8% of the participants preferred online assessment methods, which is equivalent to 21 participants from all 40 participants. Out of these 21 participants, 11 of them selected alternative assessment in addition to online assessment. Therefore, 45,8% of the participants who preferred alternative assessment methods chose online assessment as well. As mentioned in table 4.32, 3 of the participants who chose traditional assessment also preferred online assessment. After all, it is possible to indicate that out of the 21 participants supporting the use of online assessment methods, 14 of them also chose either alternative or traditional assessment methods, which means these 14 participants believe that the use of online assessment methods in combination with other methods would result in a more positive way.

As a result, it can be said that the responses of the participants did not present much difference after the task implementation process. Still, most of the people preferred to be assessed by the alternative assessment methods in both pre- and post-surveys while the number of people supporting the traditional assessment methods is the lowest in the post-survey just like it was in the pre-survey. Therefore, the reason why the comparison in this section was made is to see how many people there are who support the use of more than one assessment type among all the responses and what choices they made.

4.4. Student Survey Results

Student Surveys, in other words, Reflection Papers were given to the students after each task to find out their ideas about what the students think about each task. Since the students were required to fill the reflection papers right after they completed each task, the students' thoughts about each task was learned before they forgot about the task. For every task, the same format was used for all the reflection papers to be able to compare the responses of the students for each task with those of other tasks during the analysis process. Reflection papers were divided into four parts: Part A, B, C, and D. The results of the analysis done for each part of the reflection papers were given under separate sections:

4.4.1. Student Survey Part A: Results

In Part A, the quantitative data was collected; therefore, the participants were expected to respond to 10 questions designed on a four point Likert scale with values ranging from 1 to 4. The scoring for the statements were as follows: Strongly disagree = 1, Disagree = 2, Agree = 3, Strongly agree = 4. Part A of the reflection papers was analyzed by using the SPSS 20.0 and by running an ANOVA Test to find out whether there is a significant difference in students' attitudes toward the tasks (Please, see Appendix C). Table 4.33 to 4.34 shows the analysis of the results:

Table 4.33 *The mean and standard deviation of each task*

Descriptives

Means

	N	Mean	Std. Deviation
TASK 1	40	2,8725	,43852
TASK 2	40	3,1975	,37587
TASK 3	40	3,1325	,37512
TASK 4	40	2,9925	,50808
TASK 5	40	3,3075	,37030
TASK 6	35	3,1200	,44378
Total	235	3,1034	,43998

When the table 4.33 is examined, it is seen that except for Task 6, 40 participants indicated their ideas about the tasks but in Task 6, 35 participants revealed their thoughts. Since it was the last task, there were some students who had not submitted Task 6 yet. The table 4.33 displays the mean and the standard deviation for each task.

Accordingly, in terms of attitude differences, it is seen that the attitude level of Task 5 was the highest with the mean of 3,307 while that of Task 1 was the lowest with the mean of 2,872. Therefore, the participants showed a positive attitude toward all the tasks but when compared, the most positive attitude was for Task 5 while the least positive attitude was for Task 1. Considering the standard deviation values, it is seen that the highest value belonged to Task 4, which means the responses of the participants varied the most in Task 4. On the other hand, the lowest value was of Task 3 which shows that the participants' responses did not differ so much for this task.

Table 4.34 *Homogeneity test results of the tasks*

Test of Homogeneity of Variances

means

Levene Statistic	df1	df2	Sig.
1,407	5	229	,222

To make sure that the data is suitable for analysis via ANOVA, the variance of the data should be checked for homogeneity. As it is seen in the table 4.34 above, the value of the significance, 0,222 is higher than 0,05 ($0,222 > 0,05$), which means the variance of the data obtained from the Part A of the Reflection Papers are homogeneous. Therefore, since the assumption is met, the one-way ANOVA test is appropriate test to use in this case.

Table 4.35 ANOVA test results for the significant difference analysis among tasks

ANOVA

means

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	4,689	5	,938	5,288	,000
Within Groups	40,609	229	,177		
Total	45,297	234			

The ANOVA table 4.35 above demonstrates whether there is a difference between the attitudes of the participants toward the tasks. When the significance value in the ANOVA table is below 0,05, it can be said that there is a significant difference among the attitudes of the participants toward the tasks. Since in the table 4.35 above, the significance value is 0,00, it is understood that there is a significant difference among the attitudes of the participants toward the tasks.

The fact that there is a significant attitude difference among the tasks was discovered by ANOVA and to see between which groups there is a significant difference, a Post Hoc Test had to be conducted. Hence, Tukey which is one of the most commonly used Post Hoc Test was conducted and the results were shown in the table 4.36 below:

Table 4.36 Tukey test results for the significant difference among the task groups

Multiple Comparisons

Dependent Variable: means

	(I) TASK_NO	(J) TASK_NO	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
						Tukey HSD	TASK 1
TASK 3	-,26000	,09416	,068	-,5306	,0106		
TASK 4	-,12000	,09416	,799	-,3906	,1506		
TASK 5	-,43500*	,09416	,000	-,7056	-,1644		
TASK 6	-,24750	,09747	,117	-,5276	,0326		
TASK 2	TASK 1	,32500*	,09416	,009	,0544		,5956
	TASK 3	,06500	,09416	,983	-,2056		,3356
	TASK 4	,20500	,09416	,253	-,0656		,4756
	TASK 5	-,11000	,09416	,852	-,3806		,1606
	TASK 6	,07750	,09747	,968	-,2026		,3576
TASK 3	TASK 1	,26000	,09416	,068	-,0106		,5306
	TASK 2	-,06500	,09416	,983	-,3356		,2056
	TASK 4	,14000	,09416	,673	-,1306		,4106
	TASK 5	-,17500	,09416	,431	-,4456		,0956
	TASK 6	,01250	,09747	1,000	-,2676		,2926
TASK 4	TASK 1	,12000	,09416	,799	-,1506		,3906
	TASK 2	-,20500	,09416	,253	-,4756		,0656
	TASK 3	-,14000	,09416	,673	-,4106		,1306
	TASK 5	-,31500*	,09416	,012	-,5856		-,0444
	TASK 6	-,12750	,09747	,780	-,4076		,1526
TASK 5	TASK 1	,43500*	,09416	,000	,1644		,7056
	TASK 2	,11000	,09416	,852	-,1606		,3806
	TASK 3	,17500	,09416	,431	-,0956		,4456
	TASK 4	,31500*	,09416	,012	,0444		,5856
	TASK 6	,18750	,09747	,390	-,0926	,4676	
TASK 6	TASK 1	,24750	,09747	,117	-,0326	,5276	
	TASK 2	-,07750	,09747	,968	-,3576	,2026	
	TASK 3	-,01250	,09747	1,000	-,2926	,2676	
	TASK 4	,12750	,09747	,780	-,1526	,4076	
	TASK 5	-,18750	,09747	,390	-,4676	,0926	

In the table 4.36, all 6 tasks are compared respectively to the other tasks to find out between which tasks there is a significant difference. The tasks the significance value of which is below 0,05 are specified and colored in 'red'. Therefore, between Task 1 and Task 2 a statistically meaningful difference is found since the significance value is 0,009. Referring to the table 4.33 above, it can be said that the participants took a more positive attitude toward Task 2 (mean=3,1975) than Task 1 (mean=2,8725). Another statistically meaningful difference was found between Task 1 and Task 5 as the significance value is 0,000. According to the table 4.33, the participants showed a more positive attitude toward Task 5 (mean=3,3075) than Task 1 (mean=2,8725). Lastly, a statistically meaningful difference was found in Task 4 and Task 5 as well because the significance value is 0,012. The comparison of Task 4 and 5 also shows us in the table 4.33 that toward the Task 5 (mean=3,3075) the participants displayed a more positive attitude than Task 4 (mean=2,9925).

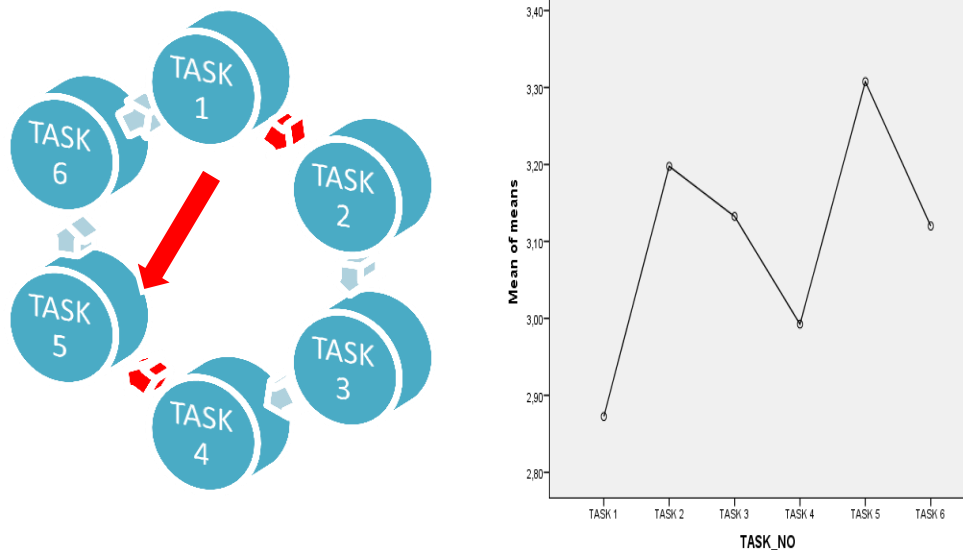


Figure 4.30 *Visual representation of significant difference among tasks and general mean of attitude towards each task: Reflection paper, Part A*

To sum up, the visual representation of what was found in Part A of the reflection papers were displayed in figure 4.30 above. In the figure 4.30, the tasks which has the statistically meaningful difference in the participant attitudes are represented with

red arrows. Next to it, in the figure 4.30, the tasks were shown according to their mean of attitude in which case it is seen that Task 1 has the lowest mean of attitude while Task 5 has the highest.

4.4.2. Student Survey Part B: Results

In Part B of the Reflection Paper, the qualitative data was gathered through 3 open ended questions. Respectively in the questions, the participants were requested to indicate 3 advantages, 3 disadvantages of the week's task and 3 suggestions for improvement. The responses of the participants were coded by the researcher and described for each task separately below:

4.4.2.1. Student Survey Part B: Advantages of the tasks:

Task 1:

Here the most frequently mentioned advantages of Task 1 revealed from the analysis of the reflection papers were explicitly given. Out of 40 participants, 16 participants mentioned that the first task is helpful for the pre-service teachers' teaching career. They indicated that Task 1 helped them to think like a teacher. 10 participants stated that thanks to Task 1, they had the opportunity to review the subject learned during the class hours. By means of Task 1, the participants indicated that they had chance to practice the subject off-school time. Moreover, 14 of the participants stated that since Task 1 requires a different way of teaching, it grabs the students' attention and has them learn the subject by having fun. Another advantage of Task 1 is that it makes the students research and understand the subject comprehensively according to the responses of 15 participants. Even if there were absent students during the class hours, they have chance to learn the subject by researching via Task 1. Furthermore, 14 participants mentioned that Task 1 gives the participants chance to express themselves and show their knowledge, which at the same time improves their speaking skills. Finally, even though the number of the participants is not very high,

6 participants expressed that Task 1 made their learning more permanent. On the other hand, among the relatively less frequently mentioned advantages, one of them reveals that the participants believe Task 1 was easy to perform and the other declares that the reflective question of Task 1 was comprehensive enough.

Task 2:

According to the responses of the participants, the advantages of Task 2 were explained in this part. 30 participants mentioned that thanks to Task 2, the participants searched and understood the subject comprehensively since they believed preparing questions increased learning. Besides, 20 participants believed that Task 2 is helpful for the teaching career of the pre-service teachers. Additively, 8 participants stated that they learnt how to design a quiz after they completed Task 2. Furthermore, there are 8 participants who indicated that via Task 2 they revised what they learnt in class and reinforced their knowledge. They also believed that they found chance to show their knowledge related to the subject. 4 of the participants thought that it was beneficial to do other people's quizzes.

Task 3:

The responses of the participants reveal that after the participants completed Task 3, they felt that they learned the subject comprehensively according to what 32 participants indicated. They mentioned that Task 3 made them research and learn better. Moreover, 26 participants stated that Task 3 was systematic and organized, that is, it helped the students to have the summary or outline of the topic in one paper which paves the way for the students to see the key words and the relationship of main and subtopics in a subject. 20 participants believed that Task 3 was interesting and motivating since it stimulates creativity, gets attention of the students and addresses both visual and audial learners. In addition, 6 participants mentioned that Task 3 allowed for the students to see other students' tasks, which is beneficial for the students. Also, they mentioned that thanks to Task 3, the participants had the

opportunity to revise what they learnt in class. Last of all, 4 participants expressed that Task 3 helped them to study for their exams.

Task 4:

As for the advantages of Task 4, 26 participants stated that Task 4 was helpful for the teaching career of the pre-service teachers since via Task 4 the students put their knowledge into practice. 14 participants indicated that thanks to Task 4 they understood the subject comprehensively since it was an influential and informative experience. They also highlighted that Task 4 was enjoyable, interesting and motivating. In addition, 6 participants mentioned that working in groups made the task more effective since it teaches the students to share and cooperate in groups.

Task 5:

When it comes to the advantages of Task 5, almost all the participants indicated that Task 5 was enjoyable and interesting. They stated that thanks to Task 5, the students both learned and had fun, it made the content interesting and stimulated creativity; therefore, it motivated the participants. 22 participants believed that Task 5 was helpful for the teaching career of the pre-service teachers. They stated Task 5 helped the teacher to explain the subject better. 16 of the participants mentioned that thanks to Task 5, the students understood the subject comprehensively. In addition, 14 participants expressed that via Task 5 they made research and made use of various sources. One of the sources is 'Glogpedia' offered the students many other glogs prepared by the teachers from other countries. 'Glogpedia' is provided by Glogster which is the tool used in Task 5. Moreover, 10 participants thought that Task 5 was easy to prepare and 8 participants supported the idea that Task 5 reinforced the knowledge learnt in class. They also mentioned that pair work stimulated cooperation in this task and taught them how to work in pairs effectively.

Task 6:

The analysis of the participants' responses showed that, 22 participants believed Task 6 was enjoyable and interesting which motivated the students. 20 participants indicated that Task 6 was useful for both teachers and students. Therefore, it was helpful for the teaching career of the pre-service teachers. 18 participants mentioned that thanks to Task 6, they understood the subject comprehensively. They also thought that Task 6 made them research, benefit from various sources and gave them chance focus on and think about the subject. As a result, they believed Task 6 made their learning permanent. 8 participants expressed that Task 6 made learning easier, practical and helped the students improve their speaking skills. Moreover, 6 participants highlighted that Task 6 helped them to develop self-confidence and made them feel they had the control and responsibility of their own presentation both in the design and the evaluation phase. Last of all, 4 participants believed that Task 6 reinforced their knowledge of the subject.

4.4.2.2. Student Survey Part B: Disadvantages of the tasks:

Task 1:

According to the participants' responses, the disadvantages of Task 1 were discussed in this part. Contrary to the responses of few participants stating that the reflective question asked in Task 1 was comprehensive enough, 8 participants mentioned that the reflective question was not comprehensive enough to cover the subject. They also indicated that the question was so easy that it did not improve their knowledge related to the subject. Furthermore, 11 participants stated that Task 1 was challenging and difficult to deal with in some ways. For instance, 4 of the participants stated that Task 1 was hard to deal with since the instructions in the guideline were not clearly put forward. Another disadvantage expressed by the 6 of the participants is that Task 1 was time consuming. The less frequently mentioned disadvantages in the responses of the participants reveal that some of the participants believed Task 1 caused stress and did not help them learn the subject.

Task 2:

As a result of the analysis of the participants' responses, it is found out that 10 participants believed Task 2 is time consuming. 6 participants stated that it is hard to understand others' quizzes. Moreover, 10 participants mentioned that the guideline of Task 2 was not composed of detailed and clear instructions. In addition, 8 participants highlighted that Task 2 was challenging.

Task 3:

The disadvantages of Task 3 mentioned by the participants were given in this part. 22 participants stated that Task 3 was time-consuming and 12 participants believed Task 3 was complicated and tiring since it required lots of effort and created technical problems. In addition, 6 participants indicated that since the students were assessed by the whole class in Task 3, they believed that the students were not objective in their evaluation. 4 participants stated that they had to focus on design more than the subject which, in this case, is a disadvantage.

Task 4:

According to the participants' responses, 16 participants thought that working in groups caused problems for the students. They indicated that since the group members were chosen randomly, it discouraged them. They also added that it was difficult for them to be online at the same time to discuss the task they would be working on. 14 participants said that the timing was not appropriate since it was their midterm week. Additively, 12 participants thought that Task 4 was time-consuming. Moreover, 4 participants indicated that Task 4 was demanding, required creativity and caused unfair evaluation. About this issue, one of the students stated that on the group page, some of the students just seemed participating by gabbing but not in fact contributing.

Task 5:

Analyzing the participants' responses, it is found out that 14 participants believed Task 5 was time-consuming. In addition, 16 participants mentioned that Task 5 is challenging because of several reasons. For instance, since this task was a pair work, it was difficult to find the common time to meet online. Also they thought Task 5 caused stress among the students as it required creativity. Another reason why Task 5 was challenging is that the subject was difficult and to fit the subject in the poster, the students had to eliminate vast amount of information related to the subject.

Task 6:

As for the disadvantages of Task 6, 22 participants indicated that Task 6 was time-consuming. 18 participants believed that Task 6 was challenging since they thought it was the most difficult task and caused stress. In addition, 8 participants thought Task 6 was demotivating since it created technical problems and the video recording had a time limit.

4.4.2.3. Student Survey Part B: Suggestions for improvement of the week's task:**Task 1:**

As for the suggestions that the participants made to improve Task 1, 8 participants mentioned that the reflective question is not adequate in quality and number to cover the subject; therefore, the number of the questions should be increased and the questions should be rephrased to be comprehensive enough to cover the subject in all aspects. Moreover, 7 of the participants indicated that the guideline should be more structured including detailed and simple instructions for the participants to learn how to use the tool easily and follow the steps of the task without skipping anything. As two of the least frequently mentioned suggestions, the participants stated that first task should be easier and the feedback should be given in a face to face environment.

Task 2:

For Task 2, 8 participants suggested that many more detailed instructions and much more time is needed. They also indicated that the participants needed knowledge first in the field of testing to be able to prepare a quiz and practice before the task was assigned. In addition, 4 of the participants believed that a quiz should be designed for more than one method since it is hard to design 10 different questions on only one method.

Task 3:

For Task 3, 16 of the participants suggested that guideline of the task should be structured in details including what will be the main and subtopics of the map and limitations set for how detailed the map can be. Moreover, 14 participants highlighted that much more time should be given to complete the task. 4 of the participants believed that some technical improvements should be made for the task to be in a better condition. For instance, a teacher account is needed and downloading and viewing the maps should be possible even if the students do not have the internet.

Task 4:

The suggestions of the participants made for the purpose of improving Task 4 were given in this part. 16 participants suggested that much more time should be given to the students to complete the task. 8 participants mentioned that more detailed instructions should be given in the guideline of the task. In addition, 6 participants thought that it would be better if they could choose their group members. On the other hand, 8 participants stated that Task 4 should be done individually not in groups. 4 participants expressed that the teacher should give feedback and guide them during the group discussions of Task 4.

Task 5:

Among the suggestions that the participants made, 8 participants indicated that Task 5 should not have been done in pairs. They suggested that doing the task individually would have been better. 6 participants mentioned that much more time should have been given to complete the task and more detailed and clear instructions were needed in the guideline. Also, the participants believed that practice was needed first before the task was assigned.

Task 6:

According to the analysis of the participants' suggestions, 6 participants indicated that Task 6 should be done in pairs or groups while 4 participants recommended that it would be better if the guideline of the task had clear and specific instructions.

4.4.3. Student Survey Part C: Results

In Part C of the Reflection Paper, the qualitative data was gathered through 3 open ended questions. Respectively in the questions, the participants were requested to indicate 3 advantages, 3 disadvantages of the week's tool and 3 suggestions for improvement. The responses of the questions were analyzed through the constant comparative method.

4.4.3.1. Student Survey Part C: Advantages of the week's tool:

Tool 1-Voki:

According to the participants' responses in terms of the advantages of Voki which is the tool used for Task 1, 18 participants believed that Voki was enjoyable in many ways. For instance, the participants stated that creating avatar was fun and listening to your own voice was amusing. Moreover, 10 participants indicated that Voki is

exciting and interesting. They think that Voki could be used for educational purposes since it gets the attention of the students. Furthermore, 9 of the participants mentioned that Voki gives chance to practice English in a comfortable environment; therefore, the students can show their performance freely and improve their speaking skills. In addition, 5 participants highlighted that Voki could be used for teaching in the future since it gives various ideas related to teaching.

Tool 2-Testmoz:

As for the advantages of the Web 2.0 tool 'Testmoz' which is used for Task 2, 26 participants indicated that Testmoz is practical in a way that it gives the opportunity to prepare a quiz in a short while and grade it. The participants do not need to register to use Testmoz and have chance to get immediate feedback and learn their grades right away. 12 participants believed that Testmoz is a useful tool for the teaching career of the pre-service teachers. Also, 10 participants explained that they learnt how to prepare different type of questions a quiz can consist of.

Tool 3-Mindomo:

The participants' responses toward the advantages of the Web 2.0 tool, Mindomo which is used for Task 3 were displayed in this part. 26 participants think that Mindomo was enjoyable, attractive and interesting. 16 participants believe that Mindomo is a suitable tool for the purpose of teaching since it facilitates learning by organizing the information and could be used to show what has been learned so far. In addition, 10 participants mentioned that Mindomo owns useful technical properties such as allowing uploads from other sources, saving a map for a long time, zooming in or out and adding extra slides. 8 participants believed that Mindomo triggered the creativity of the students and 4 participants indicated that Mindomo is different in terms of the way it presents the topic.

Tool 4-Facebook:

According to the responses of the participants, the advantages of the Web 2.0 tool, Facebook which is used for Task 4 were given in this part. Almost all the participants mentioned that Facebook was appropriate for the group tasks since it is easy to share and participate through Facebook. They indicated that it is a suitable way to monitor the group activity via Facebook. They also added that grouping people is easy on Facebook. Moreover, 28 participants stated that Facebook is a practical tool which possesses a lot of beneficial features. For instance, the participants mentioned that Facebook is simple, free and provides option for confidentiality. Last of all, 22 participants indicated that since Facebook was a familiar tool for almost all of the students, they did not spend time on understanding the tool but focused on the subject.

Tool 5-Glogster:

When it comes to the advantages of the Web 2.0 tool, Glogster which was used for Task 5, 24 participants stated that Glogster was enjoyable and interesting. They mentioned that it was very colorful and attractive which motivated the students. They also indicated that Glogster was appropriate for both visual and audial learners. 10 participants stated that Glogster had sophisticated technical properties such as having more interactive posters than paper posters, giving options for uploads from other sites and providing chance to see other people's posters from other countries. Additively, 4 participants mentioned that Glogster is an easy tool which does not create any technical problems. They also stated that Glogster is multifunctional and provides everything a poster needs.

Tool 6-Prezi&Screencast-O-Matic:

The participants' responses toward the advantages of the Web 2.0 tools, Prezi and Screencast-O-Matic showed that 18 participants indicated these tools were enjoyable and attractive. They stated that these tools got the students' attention and motivated

them. They also mentioned that Prezi and Screencast-O-Matic provided colorful presentations and made the lesson interesting and understandable. 20 participants stated that these tools were simple and free which made them easy for the students to use. In addition, 12 participants expressed that especially Prezi was a sophisticated tool in a way that it provided many tools and organized the subject in unity. They also mentioned that Prezi was better in quality than PowerPoint Presentation and combination of Prezi with Screencast-O-Matic made the presentation look more professional.

4.4.3.2. Student Survey Part C: Disadvantages of the week's tool:

Tool 1-Voki:

As for the disadvantages of Voki, 26 of the participants mentioned that recording time of Voki is limited since it permits up to maximum 1 minute when a person wanted to record his/her own voice. In addition, 24 participants indicated that Voki causes technical problems such as not having the adequate number of voice recording formats, uploading the records slowly and not giving option for the background music uploads. Hence, they mentioned that these technical problems cause stress and make the task difficult to manage. Moreover, 5 participants mentioned that Voki is time consuming since they believed that they spent much more time understanding the tool than focusing on the task. Another disadvantage of Voki expressed by the participants is that the avatars Voki provides are not interesting and the number of the avatars is limited according to the responses of 5 participants. As the least frequently mentioned disadvantage, 4 of the participants stated that Voki is distractive.

Tool 2-Testmoz:

When the participants were asked to mention the disadvantages of Task 2, 16 of the participants mentioned that Testmoz creates technical problems. As an example for the technical problems that Testmoz causes, one of the participants mentioned that

forgetting the passwords of the quizzes may create problems. Additively, 4 participants stated that Task 2 is complicated and it requires technological skills to understand how the tool works. 6 of the participants believed that cheating could be another problem since the teachers don't have the opportunity to monitor the students since it is an online test.

Tool 3-Mindomo:

Analyzing the responses of the participants in terms of the disadvantages of Mindomo, it is found out that 10 participants thought Mindomo was limited in some ways such as not allowing free picture uploads, providing limited design patterns, not permitting copy and paste from another source and restricting the free version. 6 participants believed that Mindomo was confusing for the first time users and it created technical problems.

Tool 4-Facebook:

As for the disadvantages of Facebook, 10 participants indicated that doing a task via Facebook is difficult and distractive. They also stated that it was boring to complete the task on Facebook. 8 participants mentioned that doing a group task on Facebook cannot replace the face-to-face group tasks.

Tool 5-Glogster:

The analysis of the participants' responses showed that 20 participants believed Glogster was challenging in a way that it was slow, tiring, confusing and distractive. Therefore, they mentioned that the participants had to focus on the tool more than the subject. In addition, 12 participants stated that Glogster created technical problems. For instance, they indicated that the size of the poster cannot be arranged according to the user needs. Another problem is that free accounts are not permanent which means the students cannot keep their glogs for a long time.

Tool 6-Prezi&Screencast-O-Matic:

As the disadvantages of Prezi and Screencast-O-Matic, 14 participants indicated that these tools created technical problems. For instance, they said that Screencast-O-Matic did not accept the video cuts, signing up for Prezi was problematic, process of saving the video records was slow and the sound of the videos was not clear. In addition, 12 participants believed that Prezi and Screencast-O-Matic were challenging tools; therefore, these tools caused stress and made the participants focus on the tools more than the subject. Last of all, 4 participants mentioned that Prezi and Screencast-O-Matic were time-consuming.

4.4.3.3. Student Survey Part C: Suggestions for improvement of the week's tool:

Tool 1-Voki:

In this part, the students were asked to come up with suggestions to improve the tool used for Task 1. Accordingly, 12 participants mentioned that recording technology of Voki should be updated since 1 minute recording time is limited. Moreover, 9 participants indicated that technical problems that a tool may create should be dealt with before the task was assigned. The possible problems that a tool may cause should be checked beforehand. For instance, the participants suggested that Voki should be simplified and the video uploading option should be added. In addition, 5 participants indicated that the detailed instructions on how to use the tool should be given clearly in the guideline and practice should be made before the task was assigned. As two of the least frequently mentioned suggestions, 4 participants stated that the number of the free avatars should be increased and 3 participants highlighted that since this is the first task, an easier and more familiar tool should be chosen as a start.

Tool 2-Testmoz:

For the tool of Task 2, 16 participants suggested that technical problems should be dealt with beforehand. For instance, a back-up plan in case of losing the codes should be made, a toolbar should be added, the design options and layouts should be updated. The participants also highlighted that admin panel should be added and the questions should be shown one by one while a student is taking the test.

Tool 3-Mindomo:

In terms of the suggestions that 26 participants made for Mindomo, it is seen that the technical problems that Mindomo causes should be dealt with and technical properties of Mindomo should be improved. For instance, the participants highlighted that the layout of the site should be updated and allow saving even if the designing process of the map is not finished. Additively, they believed that the limits of the free version should be removed and more tools should be added to Mindomo.

Tool 4-Facebook:

As suggestions for improvement of the week's tool, Facebook, 4 participants indicated that the tool was not appropriate for this task; therefore, either learning a new tool instead of a familiar tool like Facebook would be better or one of the other less distractive tools should be used.

Tool 5-Glogster:

For Glogster, 18 participants stated that since it created technical problems, the tool should be technically improved. For instance, the participants mentioned that there should be a zooming option, size of the posters should be adjustable, the toolbar should be updated, uploading from the other sources should be easier, the posters should be printable and the limits of the free accounts should be removed.

Tool 6-Prezi&Screencast-O-Matic:

According to the suggestions of the participants related to the tools of the week, Prezi and Screencast-O-Matic, 8 participants indicated that the technical properties of the tools should be improved. For instance, obligatory sign-ups for these tools should be removed, free version of Prezi should have more options for the design of the presentations and limits of Prezi and video records of Screencast-O-Matic should be eliminated. 4 participants highlighted that the technical problems that the tools created should have been dealt with before the task was assigned. They also mentioned that practice on how to use the tools should be made previously and many more tutorials should be presented to the students.

4.4.4. Student Survey Part D: Results

In Part D of the Reflection Paper, the quantitative data was collected through a continuum with which the participants were supposed to rate each task by assigning values from 0 to 10. On this continuum 0 means 'not effective' while 10 means 'extremely effective'. The results of the analysis of Part D were displayed below in table 4.37:

Table 4.37 *The results of the continuum line analysis in the Reflection Paper, Part D*

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
TASK 1	39	6,7436	1,56807	,25109	3,00	10,00
TASK 2	40	8,1000	1,31656	,20817	4,00	10,00
TASK 3	38	7,8421	1,38576	,22480	4,00	10,00
TASK 4	39	6,7692	2,09588	,33561	2,00	10,00
TASK 5	40	8,1500	1,29199	,20428	4,00	10,00
TASK 6	34	7,7059	1,58648	,27208	3,00	10,00
Total	230	7,5522	1,65452	,10910	2,00	10,00

According to the table 4.37, it is seen that the number of participants who rated the tasks differed for each task from 34 to 40 participants. With the mean of 8,150, Task

5 had the highest point among all 6 tasks while Task 1 had the lowest point with the mean of 6,743. Since there are not any tasks getting the mean value below 5, it can be said that most of the participants showed a positive attitude toward the tasks. The visual representation of mean values for each task was displayed with the figure 4.31:

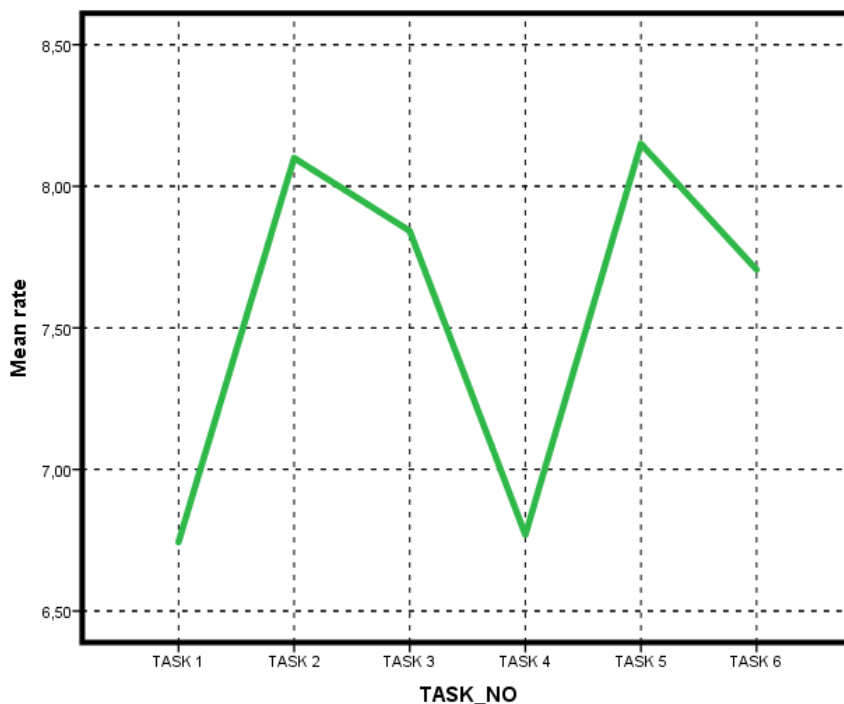


Figure 4.31 *Visual representation of mean values for each task: Reflection Paper, Part D*

It is seen that the task comparison results of the reflection paper are in line with the results of the Post-Survey Part B Subsection I. The attitudes of the participants toward the tasks were revealed in the Post-Survey Part B Subsection I, and like it was in the results of the reflection papers, it was found that Task 5 has the highest mean of attitude while Task 1 has the lowest mean of attitude.

4.5. Interview Results

After all the tasks were implemented and the post-surveys were gathered from the participants, semi-structured in-depth interviews were conducted with the four participants who fulfilled all the requirements of the data collection process including the pre-survey, tasks, reflection papers and post-survey.

The interview included 29 questions in total and was designed under 5 main categories: A) Tasks in general, B) Advantages and Disadvantages of Online Tasks or Tools, C) Online vs. Traditional Assessment, D) Future plans as teachers in relation to Online Assessment, and E) Further questions and comments (Please, see Appendix E).

The analysis of the participants' responses was made by the researcher via constant comparative method. The responses of the participants were categorized and the results were discussed below.

4.5.1 Participants' Perceptions of the Tasks/Tools in General: Category A Results

This part involves the questions 1-5 in the interview Category A designed for revealing the attitudes of the participants toward the tasks in general. According to the results of this part, it can be said that, all the students generally showed a positive attitude toward the tasks. The students' responses in this category were divided into two sub-categories as positive influences of the tasks in general and negative influences of the tasks in general.

4.5.1.1 Positive Influences of the Tasks/Tools in General

In the first part of the interview Category A from the questions 1-5, the participants indicated the positive influences of the 6 tasks implemented in the course 'ELT Methods I'. According to the results of the analysis made via constant-comparative method, the positive influences of the tasks can be grouped as follows:

1. The tasks motivated the students and got their attention.
2. The tasks made the students feel more competent.
3. The tasks improved the performance of the students.

4.5.1.1.1 The Tasks were motivating and interesting

According to the responses of the participants, it is seen that the participants' attention is triggered by the tasks and they felt motivated especially for their future teaching career. The participants indicated that realizing they mastered the subjects better after they completed the tasks and learning the subjects related to their teaching career excited them. The participants also mentioned that they did not know any of these tasks before they were implemented in the course 'ELT Methods I'. In the end, it is clearly seen from the responses of the participants that they found the tasks helpful in getting them comprehend the subjects; therefore, they plan to use this type of tasks in their own classes in the future. The participants clearly mentioned in the interviews:

I am going to be a teacher as well and to develop my own teaching method, I need to know all the English language teaching methods and which technological tools to use in my classes. Knowing the fact that I could learn them affected me positively for sure. (Participant Number (1), Female, 30/12/2013).

I did these tasks willingly because I thought they would be useful for me in the future. The tasks both increase our motivation and decrease our stress. (Participant Number (4), Female, 07/01/2014).

Managing to complete these tasks means that you have a qualification to be a teacher and you have mastered the subject of the task. Knowing this motivated me (Participant Number (2), Female, 31/12/2013).

In my opinion, the tasks were very interesting because I can say that I was knowledgeable in terms of internet. I think all the tasks were very useful. I especially liked some of the tasks more (Participant Number (3), Male, 30/12/2013).

I did not know that these tools existed. I had never used them before and I was afraid of the online stuff. Now, I got used to them and I feel comfortable. I will recommend these tasks to my students. They have been very helpful (Participant Number (2), Female, 31/12/2013).

As seen above, the participants learnt something new with the tasks for their career and they were stimulated to complete the tasks and felt very positive about the experience they gained. The participants got more interested in the online tasks for their future career.

4.5.1.1.2 The tasks made the students feel more competent

As the participants were asked to compare their level of competence in the use of Web 2.0 tools before and after the task implementation process, all four participants indicated that they feel much more competent after the tasks were implemented. The representative comments of the participants are as follows:

I absolutely feel more competent now. I was continuously asking questions to my classmates but in the last task I did everything myself without getting any help from others and when I showed my task, my classmates said: “You really improved yourself a lot.” Of course, I improved myself in both theory and practice in terms of using the technological tools. I think the tasks helped me a lot (Participant Number (1), Female, 30/12/2013).

While doing the tasks I tried not to do them superficially but tried to learn every feature and use them. Therefore, among the tasks that we have done so far, I feel competent and also believe that these tasks make people more qualified (Participant Number (4), Female, 07/01/2014).

The responses above indicated that the students believed they got more competent thanks to the task implementation process. They asserted that even if they did not

have any experience related to these kind of tasks before, they tried to complete the tasks very well and the tasks helped them to feel more knowledgeable about the use of technological tools.

4.5.1.1.3 The tasks improved the performance of the students

In their responses, the participants indicated that their performance was affected positively since they believed that the tasks were a new experience for them, helped them look from different perspectives and be an active learner. The participants also believed that their performance was affected positively by the pair work tasks. In addition, the participants stated that they understood the content of the course comprehensively thanks to the tasks. Comprehending the subjects extensively also helped them be ready for the exams. The participants' responses from the interviews were as follows:

It was a nice experience to record our own voice via Voki. Even though I felt bad when I heard my own voice, it was a very good experience and with these sort of tasks I did not look from one angle; that is, these tasks helped me to look from multi-perspectives (Participant Number (1), Female, 30/12/2013).

I think the pair work tasks affect the students' performance positively. Instead of working in groups, working with a partner means you have a strong communication; that is, you can call him/her when you need since we chose our own partners. Therefore, we can reach our partners faster. The problems can be resolved easily and your partner can help you when you could not figure out an issue. This means that the partners complete each other (Participant Number (4), Female, 07/01/2014).

Mindmapping task reinforces what you have learned. It provides intense learning. I have seen it myself. When I finished my mindmap, I did not need to revise before the exam. That explains how much I learnt (Participant Number (3), Male, 30/12/2013).

I did not study a lot for the exam because I knew that reviewing for once was enough. It became a daily revision for us thanks to the tasks (Participant Number (4), Female, 07/01/2014).

Traditional classroom environment is very limited but when tasks are used, the students have to be more active (Participant Number (2), Female, 31/12/2013).

I did all the tasks willingly and carefully because I really liked them. I had a close friend who did not do them and he started studying for the midterm 4 days before the exam. On the other hand, I comprehended all the subjects very well thanks to the tasks. I just revised the subjects for a few minutes in the last evening. I helped him study but still he could not complete studying before the exam and that's when I realized how helpful the tasks were. (Participant Number (3), Male, 30/12/2013).

Considering the responses of the participants above, doing the tasks affected the participants' performance favorably. With the help of the tasks, looking from multi-perspectives and being more active, as one might expect, made them have a full control over the subjects that they were supposed to learn.

4.5.1.2 Negative Influences of the Tasks/Tools in General

During the interviews, for the questions 1-5 in Category A, the participants stated the negative influences of the 6 tasks implemented in the course 'ELT Methods I'. The results of the analysis made via constant-comparative method showed that these negative influences can be grouped as:

1. Some of the tasks caused technical problems.
2. Timing of the tasks was not appropriate.
3. Pair and group tasks were demotivating.

4.5.1.2.1 Some of the tools caused technical problems

The responses of the participants indicated that some of the tasks like Voki created technical problems. They stated that some tasks like Voki did not provide flexible options like the amount of time you needed to complete the task. The students complained about not being able to run the tool in their own computer. About this issue, the representative responses of the participants were as follows:

Sometimes technical deficiencies were occurring. For instance, I had to do the Voki task in your room because I could not figure out how to run the tool in my computer (Participant Number (1), Female, 30/12/2013).

Voki was very limited in terms of just letting to record your voice and letting to do it in a very short while. After all, you cannot express yourself comfortably; you just mention the key points and feel yourself under pressure. That limited me a little (Participant Number (2), Female, 31/12/2013).

According to the responses above, it is possible to say that the participants were affected negatively because of the technical problems that they experienced with the tools. The reasons that they come up with can be summarized as not being able to use the tools with their own computer without problems and limited options the tools provided.

4.5.1.2.2 Timing of the tasks was not appropriate

According to the participants' responses, they thought that the tasks had limited time to complete and the tasks 4 and 6 were assigned during the exam weeks of the students. These reasons caused the participants to be affected negatively. What the participants stated related to the timing of the tasks were as follows:

Some of the tasks really required a lot of time. If there was much more time to especially fill in the reflection papers or the deadlines of the task and the reflection paper were different, I could have spent much more time on the reflection papers (Participant Number (1), Female, 30/12/2013).

I could not focus on the last task done with Prezi and Screencast-O-Matic since I was feeling stressed out because of the final exam. Yet still I tried to do my best (Participant Number (2), Female, 31/12/2013).

The Facebook task clashed with the midterm exams. When your group members left you all the work, your motivation decreases (Participant Number (4), Female, 07/01/2014).

Since some of the tasks were assigned at the exams, we had difficulty in finding the time to do the tasks (Participant Number (3), Male, 30/12/2013).

The responses above indicated that the participants did not find the timing of two tasks suitable since exams and these tasks were assigned at the same period. The participants indicated that they would have focused and done the tasks more carefully if the exams and the tasks were at different weeks and the deadlines of the tasks were extended.

4.5.1.2.3 Pair and group tasks were demotivating

The responses of the participants indicated that they were negatively affected by the behaviors of their groups and/or pairs. Since they were not pretty satisfied with the others' performance, they felt that the task's burden was all on them and that demotivated them. The participants clearly explained this issue:

We worked in groups only in Task 4 done with the tool, Facebook. We were discussing the task on Facebook but some students were just pretending to

discuss the subject. They participated in the discussions perfunctorily (Participant Number (4), Female, 07/01/2014).

With only one thing my performance was affected in a negative way. In the pair work task, I asked for a random pair. I wanted it on purpose. Since my pair was a girl, we failed to find a middle ground during the design of the task. She was like “I can choose better colors, I can do this and that better.” Therefore, I sent you two different versions of the same task (Participant Number (3), Male, 30/12/2013).

In Task 4, we had a communication breakdown in our groups. Only few people participated in the discussion. I really liked the activity but since the participation was very low, one or two people had to do all the groups’ work. (Participant Number (1), Female, 30/12/2013).

The participants’ responses showed that they got affected negatively because the people in their groups did not take an active role in the group discussions or they had some arguments with the group members or the pairs.

4.5.2 Participants’ Perceptions of the Advantages and Disadvantages of Online Assessment Tool/Task: Category B Results

This part is composed of the analysis of the questions 1-12 in the interview Category B designed for revealing the attitudes of the participants toward advantages and disadvantages of online assessment tools/tasks. The students’ responses in this category were divided into two sub-categories as advantages of online assessment tool/task and disadvantages of online assessment tool/task.

4.5.2.1 Advantages of Online Assessment Tool/Task

In the Category B of the interview from the questions 1-12, the participants mentioned the advantages of using online tasks and tools in the course 'ELT Methods I'. The analysis of the interview was made via constant-comparative method and as a result, the groups listed for the advantages of the tasks and tools are as follows:

1. Tasks improved the quality of learning.
2. Tasks made students feel more comfortable.
3. We were assessed by the various perspectives.
4. Online assessment is fairer.
5. The tasks contributed to language learning.

4.5.2.1.1 Tasks improved the quality of learning

The responses of the participants clearly indicate that they believe the tasks made the learning process more sophisticated. Thanks to the tasks, the participants could make use of various sources to enrich their tasks. Also, for a better assessment, the teachers could observe each student's performance in details. Moreover, the participants could see their classmates' tasks online, which helped them learn from each other. They revised the subject they learnt in class when they did the tasks, which made their learning more permanent. What the participants stated in the interviews about this issue is given below:

For instance, we can get immediate feedback. In the internet environment, you have the opportunity to make use of various sources such as videos and images. You search the internet for the whole topic, learn a lot and it becomes permanent thanks to the tasks. (Participant Number (2), Female, 31/12/2013).

I can say that both in terms of assessment and getting to know the students better the online tasks are more beneficial. I think for learning more about the

students' skills, online tasks have a huge contribution (Participant Number (1), Female, 30/12/2013).

We saw our classmates' tasks online. Seeing them of course steps you forward, motivates you and makes you improve your own task (Participant Number (4), Female, 07/01/2014).

We needed to search the internet for the subject and revise the lecture notes to do the task. This made the lesson content permanent and helped us become successful. Otherwise, a college student would not revise the subjects after the lessons (Participant Number (1), Female, 30/12/2013).

The tasks made the course more enjoyable and made us revise what we have learned. If it wasn't for tasks, we wouldn't have a look at the subject when we get home. These tasks taught us how to look from a multidimensional perspective and think just with the key words. (Participant Number (4), Female, 07/01/2014).

As it is seen from the responses above, the participants think that the tasks provided them permanent knowledge and use their potentials at higher levels. The instructors can learn more about their students and assess them with more data collected from them.

4.5.2.1.2 Tasks made students feel more comfortable

According to the responses of the participants, it can be deduced that the participants did not feel under pressure with the tasks as much as they did with the traditional exams. The tasks provided the participants much more time than they had in their exams; therefore, they felt that they could express themselves better with the tasks. Moreover, the students who did not like showing their performance in front of other people could make use of the tasks since nobody except the instructor had to see their

tasks. The representative responses of the participants related to this issue were given below:

I think this way things are more comfortable, that is, with the exams, the instructors can only assess the instant performance of the students since it just depends on that moment. Your performance can differ according to your psychology at that specific moment. I think it is more logical to be assessed by the online tasks in a comfortable environment (Participant Number (3), Male, 30/12/2013).

Very shy generation is raised because of the traditional education system. Even if I am going to be an English teacher, I still try to avoid speaking English. We can overcome our shyness and feel more comfortable with the tasks (Participant Number (3), Male, 30/12/2013).

Having only two exams in one term is very stressful but the tasks are more frequent and you have chance to compensate. Also, you can study at home comfortably. I don't think I can express myself very well in the exams. With tasks, we have much more time to think about the task and enrich it since we do not have to worry about time as much as we do in the traditional exams. It is easier to reflect more of our knowledge via online tasks than we do in the one hour traditional exams provide us.(Participant Number (4), Female, 07/01/2014).

There can be some shy students who do not participate during the class hours. However, they do very amazing online tasks (Participant Number (1), Female, 30/12/2013).

Seeing all the comments above, it can be said that the participants thought the tasks made them feel comfortable since the tasks provided much more time and privacy to the students.

4.5.2.1.3 The participants were assessed from the various perspectives

Considering the responses of the participants, it is clear that the participants did not prefer to be assessed by and get feedback just from the teacher. Apparently, they believed it was better to learn more about their own performance with the use of all the evaluation types. Their responses from the interviews were given below:

The feedback that we get from all different evaluation types improves us. Therefore, I believe it is better to get feedback from various sources. (Participant Number (4), Female, 07/01/2014).

It is better to be evaluated by different evaluation types. Even though we can get feedback from the teacher, it is much more beneficial to learn what others think of our performance. Variety is always good (Participant Number (2), Female, 31/12/2013).

I think it is better to have different evaluation types since only one evaluation type may not address to all type of learners. Being evaluated just by the teacher does not fit into the modern education system (Participant Number (3), Male, 30/12/2013).

I think it is better to see our performance from others' point of view. In this way, I can get more extensive feedback to decide how to improve myself (Participant Number (1), Female, 30/12/2013).

The participants believe that it is more useful to have feedback from different evaluation types since it is a better way to see their own performance. Also, the participants believe they can improve themselves more with the extensive feedback they get. Moreover, the various feedback types address the different type of learners' needs.

4.5.2.1.4 Online assessment is fairer

The responses of the participants shows that they believe they cannot reflect their performance very well in the traditional exams since they feel stressed. Therefore, they get low grades from the exams even if they know the answers of the questions. However, while doing the online tasks, they feel comfortable so they can express themselves better or they can go back and fix their mistakes before they submit their tasks to the instructor. That's why, the participants believed online assessment is fairer and clearly explained in the interviews:

I think the tasks done via internet is fairer because I got very less grades from the traditional exams even if I was expecting high grades. Also, the exams do not give as concrete evidence as the tasks could give to the instructor. For instance, sometimes the instructor cannot understand what we meant in the exam paper and gives low grades. However, while doing the tasks we can express ourselves better since we are not under pressure. Therefore, we can give a more concrete evidence of our performance (Participant Number (4), Female, 07/01/2014).

Traditional assessment methods do not give you chance to compensate. I got really low grade from the English literature course just because I misunderstood the question. I knew the correct answer but I couldn't make up for it. This demotivated me. In the end, I asked the teacher if it is possible for her to assess us online (Participant Number (1), Female, 30/12/2013).

According to the responses of the participants shown above, the participants believe that thanks to the tasks, they can show their performance better and get higher grades. For this reason, the participants indicated that online assessment is fair.

4.5.2.1.5 Tasks contribute to the language learning

According to the responses of the participants, the tasks made learning enjoyable for language learners, which made the learning process easier. In addition, the participants thought that the language was everywhere; therefore, it should be thought not just in the classroom but be included in the students' everyday lives. By this way, the students would learn the language with its all four skills; therefore, they would be able to produce the language instead of just receiving it. To manage this type of learning, the participants believed that tasks were necessary. The indicated in their responses explicitly:

Language learning is not a process that can be jammed in a room. I know language teachers asking their students such questions like : “I did not teach you this. Where did you learn it?”. The student might have learnt it by himself/herself while searching for it or saw it somewhere. Language is everywhere in our daily lives and it should be assessed considering this fact. It should not take place only inside the walls of the classrooms (Participant Number (3), Male, 30/12/2013).

In today's world, everybody needs to know English to some level. To make this happen, learning should be perceived as something fun; therefore, the students need tasks (Participant Number (4), Female, 07/01/2014).

No matter how hard you try, the things done in the class stay in the class. As teachers, we give assignments to our students but mostly these assignments just targeting the reading and writing skills of the students. Therefore, they cannot actually speak the language. The students need tasks to develop their language skills beyond the classroom. Tasks help them develop all four skills and learn by doing (Participant Number (1), Female, 30/12/2013).

Just as the participants stated in their responses, if the teachers wanted their students to learn the language by having fun and communicating with it, they needed to include the tasks to their classes.

4.5.2.2 Disadvantages of Online Assessment Tool/Task

Even though the participants mostly came up with the advantages of the Online Assessment with Tools and Tasks, in Category B of the interview from the questions 1-12, the participants also stated the disadvantages of using online tasks and tools. The analysis of the interview was made via constant-comparative method and as a result, the disadvantages of the tasks and tools are grouped as follows:

1. Students do not have the technological skills and the equipment
2. Students can plagiarize from each other or other sources

4.5.2.2.1 Students do not have the technological skills and the equipment

The responses of the participants indicate that since some of the students may not have the technical equipment or the technological background to do the tasks, they may feel under pressure, in which case they may not find the chance to do the tasks or meet the deadline. Even if they do, they still experience a lot of troubles compared to other students. The participants' responses revealing this issue clearly are shown below:

There are some students who are not very good at technology and I was one of them. Another problem is some students do not have access to computer or internet. Even if we are at the technology age, we may not find the opportunity (Participant Number (1), Female, 30/12/2013).

Our teachers and the students are still not very good at technology since they are not introduced to it. Even though there were a lot of explanations in the guidelines of the tasks, they still could not figure out how to do them. Also, because of the economic problems, they do not have their own computers nor

have access to the internet. At the dormitories, 50 people access the internet via just one modem. Therefore, the pace of the internet is so slow or it is cut off from time to time (Participant Number (3), Male, 30/12/2013).

The people who are not very skilled in technology may not succeed in it or there are some people who do not own a computer. It is stressful for them and we have seen it in the process of the tasks as well (Participant Number (4), Female, 07/01/2014).

As indicated above, not being qualified enough in technology or not having computer/internet may hinder students doing the tasks properly. Therefore, this situation is stated as a disadvantage of online assessment with the tools and the tasks by the participants.

4.5.2.2.2 Students can plagiarize from each other or other sources

The other disadvantage of the online assessment with the tools and the tasks are mentioned as the risk of plagiarism by the participants. They explained that the students may try to copy from their classmates' work or use the sources from the internet without citing them since the teachers do not monitor them while they are preparing the tasks out of the classroom hours. Referring to this issue, the representative responses of the participants are as follows:

The sources that your classmates use can be seen since the tasks are online. For instance, we find images via google or videos via youtube. You can see that your classmates use the exact same images or videos. So you ask yourself the question: "What if the instructor thinks that I cheated?" (Participant Number (4), Female, 07/01/2014).

Since the online environment is freer than the class environment, I thought maybe the students can take advantage of the situation. Especially in the mindmapping task, I know a student who copied the exact same sentences from

the previous 5 uploads of other students. Compiling all these sentences, s/he easily designed his/her own map (Participant Number (3), Male, 30/12/2013).

According to the responses of the participants, it is clearly seen that the participants believe the teachers may not be sure whether the students used works of other people without citing them. Since the environment of online assessment does not give the opportunity to the teachers to observe their students while they are doing the tasks, the participants indicate that the students may exploit the situation.

4.5.3 Participants' Perceptions toward Online vs. Traditional Assessment: Category C Results

This part consists of the questions 1-6 in the interview Category C designed to figure out what the perceptions of the participants toward Online vs. Traditional assessment are. The participants generally revealed their ideas on why they preferred online assessment. They mostly did not mention their ideas on why they did not prefer traditional assessment. Therefore, a category related to the traditional assessment was not formed. Three categories; on the other hand, related to the participants' perceptions on the online assessment were grouped:

1. Integrating technology increased the quality of the lessons.
2. Online assessment provided opportunities to both the students and the teachers.
3. Edmodo and the reflection papers improved the communication between the teachers and students

4.5.3.1 Integrating technology increased the quality of the lessons

The responses of the participants reveal that the use of online tasks helps the students keep updated in terms of the course content. This enables them to be actively involved in the lesson and be more successful than they could be in the courses where the instructors make use of the traditional assessment methods. In addition,

thanks to the opportunity to see the other people's online tasks, the participants could learn from each other and improve their performance in the course. What the participants mentioned about this issue in the interviews is as follows:

Technology definitely increases the motivation of the students. The online tasks just make you stay connected to the course. Since you work on the task for the whole week, you become prepared for the next lesson. You understand the course content better and participate in the course discussions more frequently (Participant Number (4), Female, 07/01/2014).

At the language center that I currently work, one of the English teachers teaches English in a traditional way. She just gives importance to grammar while I try to teach English with all the skills in combination and integrate technology to my lessons. My students got the highest grades in the general exam while hers got the lowest. Integrating technology to our lessons help us know our students better so that we can shape their learning in the right direction (Participant Number (1), Female, 30/12/2013).

Since we had the chance to see our classmates' tasks by just clicking on their tasks' links, we can compare theirs with our own tasks and we can improve our task. By this way, we can learn from each other and improve ourselves (Participant Number (3), Male, 30/12/2013).

In relation to the responses above, it can be said that with the online tasks, lessons with high motivation and success are possible. That is, the participants believed that being assessed via online tasks increased the quality of the lessons.

4.5.3.2 Online assessment provided opportunities to both the students and the teachers

According to the responses of the participants, the online tasks provide the opportunity to the students to be assessed in an environment which is flexible and fair. In addition, the teachers have the chance to observe their students' improvement thanks to the online tasks. In terms of their career, the participants believe that they will be able to teach and assess their students with the integration of technology without having difficulty. The representative responses of the participants about this issue are as follows:

Thanks to the tasks, we could express our knowledge without being under the pressure of the time. In addition, knowing these tasks is like an investment for the future since we are going to be teachers. As students, we had chance to be assessed fairly, we could make up for a mistake. The tasks also provided us a more flexible and comfortable environment (Participant Number (4), Female, 07/01/2014).

I prefer online assessment methods since we can observe our students' progress individually and we can see whether they learned what we taught them in a more effective way. The teachers who implement the traditional assessment methods may misunderstand their students' performance and knowledge (Participant Number (3), Male, 30/12/2013).

When I start teaching full-time, I will not have difficulty in integrating technology in my classes thanks to these tasks. I will be teaching effectively and my students will be able to improve themselves adequately (Participant Number (1), Female, 30/12/2013).

Considering the responses above, the participants believe that with the opportunities that the online tasks provided them, as pre-service teachers they will have chance to assess their students more effectively by integrating technology to their courses while

the students will be assessed fairly without feeling the time pressure and knowing that they can always go back and edit their task before they submit it to the instructor.

4.5.3.3 Edmodo and the reflection papers strengthened the communication between the teachers and students

When the task implementation process was in progress, Edmodo was used as the social platform where all the materials of the tasks were uploaded and the communication between the teachers and the students took place. During the interviews, the participants indicated that Edmodo is a better and faster way to communicate with the teacher and the other students to find solutions to their problems or get some advice related to the tasks. The reflection papers, on the other hand, were one of the data collection tools which were gathered after each task from the students to reveal what the students think of the tasks. In the interviews, the participants indicated that the reflection papers helped them to criticize the tasks with all their negative and positive aspects. By this way, the students can make their voice heard by the teacher. The participants comments about this issue are as follows:

Via reflection papers, the students can explain the teachers what their ideas are related to the tasks. If there is anything that made you uncomfortable in the task implementation process, you are given the opportunity to say it. It is very different for the teacher to assess the students via just the exam paper than assess the students considering their feedback (Participant Number (4), Female, 07/01/2014).

Using a social platform for our own class is definitely necessary since it gives us chance to follow the course even if we were absent during the class hours. We can see the materials and learn our assignments. It is an advantage to be able to submit the assignment even if you did not attend the lesson. Also, it is sometimes difficult to find the teacher in his/her office. Instead, we can communicate with our teacher via Edmodo much faster. Besides, when a

student asks a question, everybody can see the teacher' answer (Participant Number (4), Female, 07/01/2014).

I had a chance to convey what I think of the tasks. It is like a cooperation between the teacher and the student. Teachers can see what the students think about the positive and negative sides of the tasks and improve the tasks for the next years. It makes me feel special that my ideas are given importance and taken into consideration (Participant Number (1), Female, 30/12/2013).

Thanks to Edmodo, the teacher can reach us easily. Also, when the students have common problems about the tasks, one of the students writes the solution to the problem and every one of us can see it; therefore, we can deal with our problems by communicating with each other through Edmodo. In addition, sometimes our classmates who are better at technology gives us some tips on Edmodo about how to deal with the week's task (Participant Number (1), Female, 30/12/2013).

Reflection papers were helpful for both the teachers and the students. They helped us to express our ideas about the tasks and realize the tasks' positive and negative sides which will be helpful for us in the future. In addition, you had ideas on how to fix the tasks and improve them since you learned how we felt about the tasks (Participant Number (2), Female, 31/12/2013).

Both Edmodo and Reflection papers were part of the online task implementation process. According to the participants' comments, they strengthened the communication between the students and the teacher out of the class hours as well.

4.5.4 Participants' future plans as teachers in relation to Online

Assessment:Category D Results

Category D of the interviews included the questions from 1 to 5 which are designed to learn the participants' future plans as pre-service teachers related to the online

assessment methods. All the four participants indicated that the tasks had been helpful for them and they intended to use them in their future careers when they started teaching full-time. According to the responses of the participants in the interviews, 4 categories were formed and grouped as follows:

1. The reasons why they would like to use online tasks
2. The tasks that they plan to use in their future classes
3. The tools that they plan to use in their future classes
4. The types of evaluation that they plan to use in their future classes

4.5.4.1 The reasons why they would like to use online tasks

When the participants were asked whether there was any contribution of the tasks to their future career as pre-service teachers, the participants indicated that these tasks were very beneficial since they made the lesson more interesting and motivating, helped the teacher maintain the knowledge more permanent and gain the appreciation of the students. The participants' responses related to this issue from the interviews are as follows:

There has been a lot of contribution of the tasks. Motivation is a must for our job. You need to renew yourself as a teacher. Repeating yourself is useful to neither your students nor yourself. Online tasks make you enjoy your job more and improve you at the same time. Therefore, if you do not want your students to get bored of your lessons and lose their attention, these tasks could color up your lessons. This is because the students focus on the lessons more when they do the activities with these online tools (Participant Number (4), Female, 07/01/2014).

They sure had contributions to our career. These tasks are going to help me in both teaching and assessment. The students generally appreciate the teachers who know things that are different and knowing all about these online tasks will leave the same impression on them. Since they will appreciate us, they will be willing to learn from us (Participant Number (1), Female, 30/12/2013).

I have experienced this myself as a student that I learned a lot thanks to these tasks. Not all the students learn in the same way. We did these tasks because they were colorful and interesting. We learned by experiencing them firsthand. For instance, we heard ourselves speaking English. None of us recorded our own voice while speaking English before (Participant Number (3), Male, 30/12/2013).

The tasks had a contribution to my career because I have seen how knowledge could be made permanent and what sort of tasks could be designed for this. I benefited a lot from these tasks and I believe my students will as well (Participant Number (2), Female, 31/12/2013).

As seen from the participants' comments above, they believe that the online tasks were helpful for their teaching career and they plan to use them in their own future classes.

4.5.4.2 The tasks that they plan to use in their future classes

The responses of the participants revealed that they would like use the Task 1, 3, 5 and 6. These tasks are recording voice, designing a mindmap, preparing a poster and designing a presentation respectively. They generally do not think that Task 2 and Task 4 could be used for all learners. They indicated that these two tasks, which are preparing a quiz and designing a classroom activity, are appropriate for the pre-service teachers. The participants' responses on which tasks they prefer to use when they become full-time English teachers are given below:

Except for the preparing a quiz and designing a classroom activity, I would like to use the mindmap, poster and voice recording. Mindmap could be used everywhere. Poster could be really appropriate for the young learners. Voice recording was a very nice activity and it can be used since our students will be language learners. With this type of activities, we can find solutions to the

problems of people who complain about the fact that they can understand the language but they cannot speak. Preparing a presentation activity could be used for older learners. Preparing a quiz and designing a classroom activity are proper activities for pre-service teachers like us but not so suitable for language learners. That's why, I would not use them. (Participant Number (3), Male, 30/12/2013).

I would like to use the voice recording task because there are some shy students who are not so willing to speak in front of their classmates. I can assess their speaking skills with a tool like Voki. I can see my students' levels and what they know and actually need (Participant Number (1), Female, 30/12/2013).

I would use the tasks preparing a mindmap, designing a poster and preparing a presentation. With these tasks, I can see how much they learned what I taught them in class. Preparing a quiz may not be suitable for young learners but for the pre-service teachers this activity could contribute a lot (Participant Number (4), Female, 07/01/2014).

I would like to use the tasks preparing a mindmap, designing a poster and preparing a presentation because these activities make your knowledge permanent. They are also very colorful and visual (Participant Number (2), Female, 31/12/2013).

The tasks preparing a mindmap, designing a poster and preparing a presentation were mentioned by the three participants out of four participants; therefore, these three tasks are the mostly preferred ones while preparing a quiz and designing a classroom activity are the tasks which were not preferred by any of the participants.

4.5.4.3 The tools that they plan to use in their future classes

When the participants were asked which tools used in the course ‘ELT Methods I’ they could adapt to their own classes in the future, they mostly mentioned Mindomo and Prezi. None of the participants mentioned Testmoz or Facebook. The responses of the participants related to this issue are as follows:

Mindomo could be preferred if we are teaching a very comprehensive subject. Especially with the subjects which include a lot of key words it could be used. To present what they have learned so far, Prezi could be used while to assess our students’ pronunciation, Voki is suitable. I think there should be a different tool for every subject (Participant Number (4), Female, 07/01/2014).

I am planning to use Mindomo, Glogster and Prezi since they are very suitable tools for the tasks that we did (Participant Number (2), Female, 31/12/2013).

I would use Prezi and Screencast-O-Matic together to send the video of the presentation and my voice about what I taught in the class on that day to the students who missed it because if I had to repeat the last week’s subject in the next class, it is a loss of time. Also, for the students who attended the class, it would be a revision (Participant Number (1), Female, 30/12/2013).

Except for Testmoz, I would use all of them. Maybe I would not use Screencast-O-Matic so much since it is a tool just to record the screen (Participant Number (3), Male, 30/12/2013).

As seen above, according to what two of the participants mentioned, the choices of the participants mostly depend on the subject and the need of the class. Two of the participants did not come up with explicit reasons for their choice.

4.5.4.4 The types of evaluation that they plan to use in their future classes

The responses of the participants revealed that they would use all of the evaluation types according to the needs. The mostly mentioned types of evaluation by the participants are group and self-evaluation. Computer-based evaluation is not preferred so much by the participants since they believe that the students may not have the necessary technical equipment and the teacher could give the same feedback that the computer gives. The responses of the participants on this issue are as follows:

I know that I will use self-evaluation a lot and I can use group-evaluation from time to time. However, when I use the group-evaluation method with the children, I need to be careful that they do not hate their classmates after the evaluation. I may not be able to use computer-based evaluation, if we do not have the technical equipment for that (Participant Number (3), Male, 30/12/2013).

I am planning to use group evaluation since especially young learners like being in competition. Also, I believe group evaluations are accurate and fair. I would try to use all of them since it provides the students the opportunity to get feedback from multiperspectives (Participant Number (1), Female, 30/12/2013).

I would try to use all of them but I would not use computer-based evaluation so much. Students can see other perspectives and teachers can see how the students assess one another. I think teacher evaluation is also very efficient. I would use teacher evaluation the most (Participant Number (2), Female, 31/12/2013).

I would be using all of them because the feedback we get from each of them are not the same. They all have their own advantages. When we get the feedback from all of them, they help us to carry out fair assessment. However,

I think I would use pair and self-evaluation the most (Participant Number (4), Female, 07/01/2014).

Considering the responses in the interviews, it can be said that the participants plan to use all of the evaluation types when they start teaching full-time since as students they think they benefited from all of them to some extent even though they made their choices for the evaluation types they would use more.

4.5.4.5 Participants' further questions and comments

The students did not ask any questions to the researcher but only one of the participants wanted to make further comments. S/he said that s/he took note of the names of the tools to his/her notebook in which s/he writes the important issues related to his/her teaching career. S/he also said that learning these Web 2.0 tools triggered the wish for searching more about these types of tools.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

This study set out to investigate the perceptions of ELT pre-service teachers on the use of web 2.0 tools for the purpose of alternative assessment. The study was carried out by gathering data through pre- and post-surveys, reflection papers, and a semi-structured in-depth interview from 40 second grade students who took the must course 'ELT Methods I' at the ELT department of Istanbul University.

First of all, the participants were given a pre-survey to gather information on their demographic data, experience in technology and assessment; find out their attitudes toward technology and assessment. In the open-ended part of the pre-survey, the participants stated their preferences on assessment types, tools, tasks and their suggestions. Then, in 14 week term, 6 different tasks were implemented. For each task, a different web 2.0 tool that the participants mostly haven't heard of was used. The scores they obtained from the tasks affected 30% of their overall final grade from the course 'ELT Methods I'. For this study, a social platform called Edmodo was used to share ideas, upload and download materials of the tasks. After each task that the students completed, they were supposed to write a reflection paper about the tasks before they forget the impressions that the tasks left on them. When the task implementation process was over, the participants were handed out a post-survey in which the information related to participants' demographic data, their attitude toward tasks, feedback types, reflection papers and Edmodo were collected. In addition, the same parts in the pre-survey such as the ones designed for revealing the attitudes of participants toward technology and assessment were included in the post-survey as well to enable the comparison of the attitude differences that may occur before and after the tasks were implemented. Lastly, to triangulate the data, 4 out of 40 participants were interviewed via semi-structured in-depth interview consisting five sections planned to gather data on the tasks in general, the advantages and

disadvantages of the online tasks and tools, comparison of online and traditional assessment, future plans of the teachers in relation to online assessment, and their further comments and suggestions. The quantitative data collected through pre- and post-surveys and reflection papers were analyzed via SPSS version 20.0. The qualitative data gathered through the open ended-questions, reflection papers and interviews were analyzed with the use of constant comparative method in which the themes were identified and categorized under some headings. Since the qualitative data of the interview was collected from the participants in Turkish, before coding the data, it was translated into English.

In this chapter, the findings obtained from the pre- and post-surveys, reflection papers, semi-structured in-depth interviews, discussion of the findings, the pedagogical implications, the limitations of the study and suggestions for further research are presented.

5.1 Findings and Discussion

The major findings of the present study are presented in five different sections: Advantages of assessment via web 2.0 tools, disadvantages of assessment via web 2.0 tools, comparison of the participants' attitudes toward the assessment types before and after the tasks, the pedagogical implications, and the limitations of the study and suggestions for further research.

5.1.1 Advantages of assessment via Web 2.0 tools

The data in relation to participants' perceptions toward the advantages of assessment via web 2.0 tools were gathered in all the data collection tools, namely the pre- and post- surveys, reflection papers and interviews as mentioned in the previous chapters of the study. The data gathered from these four tools enabled the researcher to answer the *Research Question 1a*. In table 4.38 below, the overall summary of the advantages mentioned by the participants through the data collection process is presented:

Table 4.38 *Overall Advantages of Assessment via Web 2.0 Tools*

ELT pre-service teachers' perceptions on the advantages of alternative assessment via Web 2.0 tools
<ul style="list-style-type: none"> • Motivating, enjoyable, practical and effective • Serving as a reinforcement of what was taught in class • Time-saving and less stressful • Providing immediate and private feedback • Being useful in assessing collaboration and team work • Providing authentic sources • Enabling ongoing and permanent learning • Stimulating autonomy • Increasing students' productivity • Giving students chance to see other students' work • Making it possible to get feedback from different perspectives (self-, pair-, whole class, computer, teacher, and group) • Encouraging the students to research more and learn better • Sharing is easier • Improving the success of the learners • More suitable to assess English language and teaching skills • Making students feel more comfortable and competent • Focusing on both the process and product • Revealing students' creativity • Making the course content clearer and people to understand the subject better • Addressing the needs of a pre-service teacher • Helpful for the teaching career of the ELT pre-service teachers

Even though the students were not assessed via web 2.0 tools before, they showed a positive attitude toward the alternative assessment through technology in the pre-survey. In the post-survey, their attitudes got even more positive. As the post-survey took place after the tasks were implemented, this shows that the participants were

satisfied with the tasks. In the interviews, the participants justified why they approached in a positive way toward the tasks in details. In this respect, the findings of the present study are in line with the ones of Cephe and Balçıkanlı's (2013), in which almost all the participants similarly hold a positive attitude toward the possible usages of the web 2.0 tools in language teaching and learning.

The participants mostly accepted the fact that technology integration to their courses is a natural outcome of the digital age and they believed these tools made their lessons more effective and interesting. In the reflection papers, they indicated that being assessed with the tasks helped them comprehend the subjects of the course better, enhanced the interaction with their classmates and the teacher, made them feel like a teacher, and provided them the opportunity to show their full potential to the teacher. In the light of the interview data, the participants expressed that web 2.0 technologies offered them great opportunities such as being assessed by various perspectives since six different feedback types were benefited for the tasks. However, before the tasks were implemented, according to the data collected via pre-survey, the concerns of some of the participants made them disapprove the idea that they should be assessed by the use of technology instead of paper-based tests. Also, in the pre-survey, they believed that the technology integrated assessment is not enough to assess the English language skills of the students. Later, in the open-ended questions of the post-survey, the participants suggested that to have the adequate technological skills for assessment, technology integration to their courses should begin way before the university education so that they would feel ready when they start studying at university.

Overall, since the participants showed a positive attitude toward the alternative assessment through web 2.0 tools both before and after the tasks were implemented; they came up with numerous advantages as also presented in table 4.38 above.

5.1.2 Disadvantages of assessment via Web 2.0 tools

The disadvantages of being assessed via web 2.0 tools were indicated by the participants during the data collection process via the pre- and post- surveys, reflection papers and interviews just like it was suggested in the previous chapters. As a result of the data collection process through four different aforementioned tools, the researcher reached the answer of the *Research Question 1b*. In table 4.39 below, the overall summary of the disadvantages expressed by the participants all along the data collection process is presented:

Table 4.39 *Overall Disadvantages of Assessment via Web 2.0 Tools*

ELT pre-service teachers' perceptions on the disadvantages of alternative assessment via Web 2.0 tools
<ul style="list-style-type: none">• Not fair since students do not have the equal technological skills and equipment• Not enhancing the learning• Time consuming and stressful• Creating technical problems• Distractive and challenging• Being open to the risk of cheating and plagiarism• Lack of monitoring• Shifting the focus to the tool more than the subject

The most frequently mentioned disadvantages by the participants in all the data collection instruments were the inadequate technological skills and cheating and/or plagiarism risk. The pre-service teachers are of the opinion that they are not knowledgeable enough to feel confident in being assessed through web-based technologies. They believed that their level in technological skills cannot be the same with their classmates which harms the fairness of their assessment. First, they needed to be taught how to make use of these tools and then they should be assessed by their instructors so that they would feel themselves fit into the expectations of the

21st century classes when they become full time EFL teachers. Another frequently mentioned disadvantage is the risk of cheating and plagiarism that the technology based assessment enhances. Despite the strong beliefs of the participants that technology should be integrated to the courses for the purpose of alternative assessment, they still indicated that the picture is not clear enough since the teachers do not have the chance to monitor their students while they are being assessed which increases the probability that the students can cheat and/or plagiarize.

Even though the participants came up with some disadvantages of alternative assessment via web 2.0 tools as pointed out in table 4.39, the advantages are far more than the disadvantages, which proves that the participants are in favour of the technology based assessment. The findings of Sağlam and Sert's (2012) study are consistent with the present study. In both the present study and Sağlam and Sert's study the perceptions of the novice teachers in ELT were investigated and found out that the advantages of the use of Web 2.0 tools outweighed the disadvantages.

5.1.3 Comparison of the participants' attitudes toward the assessment types before and after the tasks

One of the aims of this study is to compare the participants' attitudes toward the traditional, alternative, and online assessments to find out whether the students change their attitudes after the tasks are implemented. Therefore, the findings of the *Research Questions 2 and 3* are discussed in this section.

The results of the pre-survey reveal that almost all the participants did not benefit from the web 2.0 tools that were used in the present study to get grades in a course before. Let alone these web 2.0 tools, one out of ten students took part in the online assessment before the present study which is clearly very low. Considering this background of the students in relation to assessment via technology, naturally they were not aware of the merits and demerits of the online assessment. However, they were obviously aware of the disadvantages of the traditional assessment since they

had been tested by the traditional methods for years. Related to the traditional methods, in the pre-survey, the participants complained about feeling under pressure during the midterm and final weeks. In addition, they indicated that the traditional assessment methods do not allow students to present their real performance and give importance to the needs and interests of the students. However, there were still almost half of the participants who preferred traditional assessment methods to projects or take-home exams in the pre-survey. The results of the post-survey were in the same direction with the pre-survey except that the attitudes of the participants revealed a more negative attitude in the post-survey toward the traditional methods (General attitude: pre-survey, 2,223; post-survey, 2,123). As pre-service teachers, majority of the participants indicated in the post-survey that they would not assess their students in traditional ways when they become a full-time EFL teacher even though there were still 15 participants who would. This shows that even though the participants disapprove the traditional assessment more than before, there are still some participants who did not change their ideas and kept supporting the traditional assessment methods even after they did the tasks.

In relation to the alternative assessment methods, in the pre-survey, the participants supported each and every statement that encourages the use of alternative assessment. Almost all the participants believed that self and peer assessment contributed to their learning and alternative assessment methods made them feel more competent and autonomous. However, in the pre-survey, almost all the participants made it clear that the traditional methods should not be completely abolished but combined with the alternative methods. In the post-survey, the participants' attitudes got more positive but still even much more participants were willing to see the implementation of alternative assessment together with traditional assessment. This clearly proves that the participants benefited from the tasks but they still believe in the necessity of the traditional assessment methods; therefore, it can be said that they may be using the alternative and traditional assessment in combination in their own classrooms when they become full-time EFL teachers.

In addition to the positive perceptions of the participants toward the alternative assessment methods, in the pre-survey, the majority of the students showed a positive attitude toward the use of online assessment methods as well by saying that the immediate feedback is provided, practicality and sharing are enhanced by the online methods even though almost half of the participants were not in agreement with the participants who had sympathy for the idea that the English language learning and teaching skills could be assessed through online methods. In the post survey, on the other hand, the participants' general attitudes were more positive but for some items the number of the participants who agreed and disagreed was almost the same. In these items, almost half of the participants believed that traditional assessment should not be replaced with technology based assessment, the exams should not be integrated with the technology, and online assessment is not more suitable to assess English language and teaching skills. Even though the participants who believed vice versa are more than half of the participants, there is still significant number of people who showed negative attitude toward online assessment methods. But still, the general attitude of the participants toward the use of online assessment came out positive in the post-survey just like it was in the pre-survey (General attitude: pre-survey, 2,762; post-survey, 2,983). As the attitude of the participants was more positive toward the online assessment after the tasks were implemented, it can be said that the participants had pleasant impression about the tasks.

When all three assessment types were compared, the order from the most preferred assessment type to least preferred assessment type was the same in both the pre- and post- surveys. While the most preferred assessment type was alternative assessment, the least preferred one was the traditional assessment. Even if the order of the participants' preference did not change, the general means of each assessment type changed. After the tasks were implemented, while the attitudes toward the alternative and online assessment methods got more positive, the attitudes toward traditional assessment methods got more negative, which makes it clear that the tasks had a positive effect on the participants.

5.2 The Pedagogical Implications

As a result of the analysis of the data, from the findings of the study, conclusions were drawn and suggestions were made for some pedagogical implications for the teachers, teacher educators, policy makers and researchers.

Not just in Turkey but also internationally the literature possesses limited classroom based research on the implementation of alternative assessment via web 2.0 tools in the field of ELT. Also, even if in the current pre-service teacher education comprehensive and well-planned courses which provide guidance on how to make use of modern technology are offered, as the participants of the present study clarified, they do not have the adequate knowledge to feel themselves competent in adapting technology for teaching and assessment purposes, which exposes the fact that the current pre-service teacher education does not fully meet the needs of the novice teachers. Therefore, the present study aims to contribute to the existing literature by drawing the portrait of the ELT pre-service teachers who experienced assessment via web 2.0 tools. The results obtained from this study address the implications below to improve the implementation of alternative assessment via technology in English language teaching and learning:

- The instructors and administrators should start concentrating on how to integrate web-based technologies to their assessment system. According to the results of the data analysis, almost all the participants displayed positive perceptions toward adapting web 2.0 tools for assessment purposes. However, the technology integration should start at schools as from the primary schools and even so before the task implementation, the process and how to use web 2.0 tools should be introduced to the students. In addition, motivating the students and having their attention has always been an issue for the teachers. During the present study, at every chance they got, the participants mentioned that web 2.0 tools made the course content more interesting, colorful, and enjoyable. Since the teachers have to make

extra effort to keep the students motivated and focused especially while teaching English, they need to integrate web 2.0 tools to their curriculum.

- Since assessment and technology is now an indispensable part of teaching and learning, as traditional assessment kept losing its popularity, alternative assessment via technology gained importance than ever. For the alternative assessment to be as successful as aimed, the factors to be implemented should be well-planned during design and administration phases. To obtain fertile outcomes from the alternative assessment, the language skills to be addressed, the technological level of the target learner profile, the schedule of the tasks should be specified carefully. In the present study, the participants were not content when the two of the tasks clashed with their midterm and final exams, which affected their performance in a negative way as seen in their reflection papers and interviews. In addition, since the tools were all new to them and they were not given any training before the task implementation process except for the guidelines given before each task, they complained about spending too much time figuring out the tool than the task itself. For all these reasons, the instructors should take very purposeful steps while planning the alternative assessment process.
- The challenges which prevent language teachers from technology integration for assessment purposes originate from lack of guidelines for planning, technological training, practice and technological equipment of schools and students. Language teachers who plan to adapt alternative assessment with the use of web-based technologies should be provided sources with guidelines and trained beforehand either during ELT pre-service teacher education or in-service training. The language teachers, who possess the necessary knowledge on technology and the guidelines from the related sources, should be given the opportunity to practice their knowledge, observed by the teacher educators and given feedback related to their improvement. The last but not the least, the language teachers should be provided with the necessary technological equipment by the

administration of their schools and take into consideration whether their learners have their own personal computer or device to connect to the internet. If not, the possible solutions should be discussed at the planning phase and the tasks should be designed accordingly.

5.3 The Limitations of the study and Suggestions for Further Research

Taking into consideration the findings and the feedback obtained from the participants, the limitations of the study and suggestions for the further study are specified and presented in this section.

The data for the present study was collected from 40 participants who are second graders at the ELT department of Istanbul University. The data could have been gathered from the other grades of the same department and other ELT departments of the universities in Turkey. Therefore, it would have been much easier to generalize the results for the teachers who are interested in integrating web 2.0 tools to their classes for the purpose of assessment. A further research could be done with many more participants at different grades and universities to find out the perceptions of the students toward the technology integration to their courses.

Moreover, two of the tasks implemented for this study clashed with the midterm and final week of the course in which the study was implemented. This caused extra stress among the participants and a lot of complaints were made by the participants about the timing of the tasks. As a result, the comments of the students toward these two tasks were much more negative compared to the other tasks and the students could not reflect their true performance. For this reason, the timing of the tasks should be scheduled carefully by the researchers beforehand to prevent the prejudices against the tasks.

Additively, the period in which the study took place was for one semester – fourteen weeks; therefore, to monitor the long-term effects of the participants' perceptions

toward being assessed via the web 2.0 tools, this period may not be adequate since the participants of the current study did not have the experience in web 2.0 tools and they were just getting used to them in this one semester. Hence, to reach more comprehensive results, longitudinal studies which last for one year or more can be carried out on the web 2.0 integration to courses for the purpose of alternative assessment.

The researcher could have given a short workshop on the web 2.0 tools that were planned to use to in the current study to briefly teach them how to manage the tools and answer their questions so that the participants would not have been under so much pressure through the task implementation process.

The researcher hopes that this study offers a glimpse of what might expect the teachers when they integrate the web 2.0 tools to their classes for the purpose of alternative assessment. Further studies are needed to display the web 2.0 practices that take place in the scope of actual courses to enrich the literature and give insights to the researchers and the teachers.

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM

Dear Participants,

The purpose of this study is to reveal the perceptions of pre service teachers of ELT department at a Turkish state university about the use of Web 2.0 tools for the purpose of assessment.

In this study, you will be asked to fill out a survey, which will take between 30 to 35 minutes. After the results of the survey are analyzed, you may be invited to take part in an interview via email to confirm the accuracy of the data analysis and answer additional questions.

No risk and no benefits are anticipated as a result of your participation in this study. Your study is purely voluntary. You have the right to withdraw from the study at any time without consequences.

At all times, your identity will be kept confidential. Your information will be assigned a code number and the list connecting your name to this number will be accessible to only us as the researchers. The list will be destroyed when the study is complete and the data have been analyzed. Your name will not be used in any report.

Whom to contact if you have questions about the study:

Researcher: Res. Asst. Nazlı Ceren Cirit_cerencirit@gmail.com

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure.

Participant Name Surname: _____

Date: _____ **Signature:** _____

APPENDIX B: PRE-SURVEY

QUESTIONNAIRE

A. DEMOGRAPHIC DATA & EXPERIENCE IN TECHNOLOGY

Please fill in the information below about yourself.

Age:	
Gender:	Female <input type="checkbox"/> Male <input type="checkbox"/>
How long have you been using computer and internet technologies?	1-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11+ <input type="checkbox"/>
For how many hours do you use a computer daily?	less than an hour <input type="checkbox"/> 2-4 hours <input type="checkbox"/> 5+ <input type="checkbox"/>
How do you access the Internet? (You can choose more than one option.)	on the desktop computer / laptop <input type="checkbox"/> through the cell phone <input type="checkbox"/> through tablets <input type="checkbox"/> other (please state) <input type="checkbox"/> _____
Have you ever received a formal training or attended a workshop or conference on computer and internet technologies?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever taken any courses in instructional technology?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, which course(s)? _____
How proficient do you feel as an Internet user?	Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/>
Have you ever taken the course 'English Language Teaching Methods I' before?	Yes <input type="checkbox"/> No <input type="checkbox"/>

For what purpose do you use the computer mostly? (You can choose more than one option.)	To study my lessons	<input type="checkbox"/>
	To learn new things	<input type="checkbox"/>
	To interact with other people	<input type="checkbox"/>
	Other(Please state) _____	

B. EXPERIENCE IN ASSESSMENT

I. I took part in online assessment before (I was tested in an online environment)

NO YES If yes, how many times and in which course?

II. I have written down a reflection report before.

NO YES If yes, how many times and in which course?

III. Have you ever evaluated an assessment tool or method before?

NO YES If yes, how many times and in which course?

IV. Look at the following Web 2.0 tools used for assessment purposes and indicate how often you used these tools to get grades in a course.:

	Never	Once	2-5 Times	6-10 Times	More than 10 Times
Voki					
Testmoz					
Mindomo					
Wiki					
Glogster					
Prezi					
Sreencasting					
Edmodo					
Other?					

C. ATTITUDE TOWARD TECHNOLOGY

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I use the Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in my daily activities.	4	3	2	1
2.	I believe I am more motivated by the use of technology in my courses.	4	3	2	1
3.	I think technology should be integrated to our lessons more.	4	3	2	1
4.	I learn better if I get to practice what I have learned with the help of multimedia such as images, videos, maps etc.	4	3	2	1
5.	I think sharing what I learn in class with my classmates online is enjoyable.	4	3	2	1
6.	Technological tools distract me in my learning.	4	3	2	1
7.	I would like to see more examples of the use of technology in English classes.	4	3	2	1
8.	I believe the use of technological tools improve my success in my courses.	4	3	2	1
9.	I think I need the help of a classmate when I am learning with technology.	4	3	2	1
10.	I would like to use technology to teach English to my students when I graduate.	4	3	2	1

D. ATTITUDE TOWARD ASSESSMENT

a. Traditional : *Traditional assessment is a product-oriented process in which one-shot and speed-based tests take place. Teachers use the results of these paper based traditional assessment results to make a final “success or failure” decision about the students.*

Examples:

Proficiency tests, midterm and final exams, university entrance exams

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I feel under pressure when I have to take the midterms and finals in class.	4	3	2	1
2.	I prefer standardized/traditional tests to projects or take-home exams.	4	3	2	1
3.	I believe the traditional measures are adequate to assess the students.	4	3	2	1

4.	I think traditional assessment methods cannot assess practical skills or application of knowledge.	4	3	2	1
5.	I believe by using only traditional assessment methods, instructors can understand the performance and progress of learners.	4	3	2	1
6.	I think the traditional assessment methods are not enough to assess team or collaborative learning	4	3	2	1
7.	I feel secure when the nature of the criteria for assessment is specified by the teachers not the students.	4	3	2	1
8.	The traditional assessment methods do not pay attention to the individual needs and interests of the students.	4	3	2	1
9.	The traditional methods are used for the <i>assessment of learning</i> not the <i>assessment for learning</i> .	4	3	2	1
10.	I am satisfied with the grades that I receive from traditional types of assessment.	4	3	2	1
11.	I would like to use traditional assessment methods in my English courses when I graduate and become a teacher.	4	3	2	1

b. Alternative: *Alternative assessment is a continuing process in which students and teachers make judgments together about the students' language learning development using authentic materials and nontraditional ways.*

Examples:

1) *Portfolios*

2) *designing an online poster on a specific topic and assessing yourself*

3) *collaborating on a blog with a group of students to prepare a dialogue and assessing your group members' performance*

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I think self-assessment through reflecting on my work is useful in our courses.	4	3	2	1
2.	I think peer-assessment is useful in our courses.	4	3	2	1
3.	I prefer to be assessed by a series of tasks throughout the semester instead of being assessed by just a midterm and a final.	4	3	2	1
4.	I think both traditional and alternative assessment methods should be used in combination in a course.	4	3	2	1
5.	I am more motivated by alternative assessment methods.	4	3	2	1

6.	Alternative assessment methods help me to become a more autonomous learner.	4	3	2	1
7.	I think alternative assessment methods do not help me to improve myself more than the traditional assessment methods do.				
8.	I would like to see more applications of alternative assessment methods in our courses.	4	3	2	1
9.	Alternative assessment methods provide authentic and continuous assessment of students' progress.	4	3	2	1
10.	I think in alternative assessment methods students get more detailed and practical feedback compared to traditional assessment methods.	4	3	2	1
11.	Alternative assessment methods provide students the opportunity to interact with their teachers and classmates during the teaching/learning process.	4	3	2	1
12.	I believe alternative assessment methods do not improve my critical thinking skills more than the traditional assessment methods do.	4	3	2	1
13.	I would like to use alternative assessment methods in my English courses when I graduate and become a teacher.	4	3	2	1

c. Online(Technology based) Assessment: *Online assessment is a process in which what students have gained so far or their development in language learning is assessed via a device connecting to the Internet.*

Examples:

- 1) *Online quizzes*
- 2) *Online homework assignments*
- 3) *Online discussions or presentations*

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I prefer being assessed by the use of technology instead of paper based tests.	4	3	2	1
2.	I think the exams should also be integrated with the technology.	4	3	2	1
3.	I prefer to receive private online feedback instead of getting it in front of my classmates.	4	3	2	1

4.	I think online assessment methods can assess specific skills in English through computer-based testing better than other assessment methods.	4	3	2	1
5.	I prefer traditional assessment methods over online assessment.	4	3	2	1
6.	I prefer online assessment methods since I can have access to my classmates' work whenever and wherever I want.	4	3	2	1
7.	I think online assessment tools save time in getting feedback.	4	3	2	1
8.	I think online assessment methods are useful in assessing collaboration and team work among learners.	4	3	2	1
9.	I believe it is better to be assessed online because the teachers can appeal to different types of learners.	4	3	2	1
10.	I feel more relaxed and comfortable when I am being assessed online compared to traditional tests.	4	3	2	1
11.	I think online assessment is helpful because teachers and learners do not have to be in the same physical space.	4	3	2	1
12.	I think online assessment is more suitable to assess English language and teaching skills.	4	3	2	1
13.	I believe I do not have enough computer skills to be assessed online.	4	3	2	1
14.	I think online assessment can provide authentic tools that other assessment methods cannot provide in English methodology courses.	4	3	2	1
15.	I would like to use online assessment methods in my English courses when I graduate and become a teacher.	4	3	2	1

E. OPEN ENDED QUESTIONS AND SUGGESTIONS

1. Which one of the following assessments do you prefer as a student in your methodology courses? Why?

a. Traditional (paper based, one shot tests)

b. Alternative (ongoing assessment of student progress with authentic materials)

c. Online (doing tasks online and getting feedback online)

2. What kind of technological tools (for example: wikis, blogs, prezi, audio and video recording programs etc.) would you like to be assessed with in online assessment in your methodology courses? Why?

3. What kind of tasks and activities would you like to do while you were being assessed online in your methodology courses? Why?

4. Any other comments or questions to the researcher?

Thank you very much for your precious time and honest information.

APPENDIX C: REFLECTION PAPER

STUDENT SURVEY

Name Surname: _____ Date: _____

TASK No: _____ TASK Name: _____

A. Please fill in the survey by selecting the number that applies:

4 – Strongly Agree 3 – Agree 2 - Disagree 1 – Strongly Disagree

1. This task helped me to demonstrate my knowledge for the EFL teaching method/approach.	4	3	2	1
2. This task helped me to learn the EFL teaching method/approach better.	4	3	2	1
3. This task made the content of the lesson more interesting.	4	3	2	1
4. The technological tool that was used for this task was appropriate.	4	3	2	1
5. Using the technological tool to do this task was easy.	4	3	2	1
6. Using the technological tool for this task was motivating for me.	4	3	2	1
7. To use this technological tool to assess my performance for this task was appropriate.	4	3	2	1
8. The grading rubric used was fair.	4	3	2	1
9. I would prefer in-class exams instead of using the technological tool to assess my performance in the task.	4	3	2	1
10. After I graduate, I plan to use this technological tool to assess my students' performances as an EFL teacher.	4	3	2	1

B. Please state 3 advantages and 3 disadvantages of the **week's task as an assessment technique and how to improve it.**

Advantages:

1. _____
2. _____
3. _____

Disadvantages:

1. _____
2. _____
3. _____

Suggestions for improvement:

1. _____
2. _____
3. _____

B. Please state 3 advantages and 3 disadvantages of the **week's technological tool as an assessment technique and how to improve it**

Advantages:

1. _____
2. _____
3. _____

Disadvantages:

1. _____
2. _____
3. _____

Suggestions for improvement:

- 1. _____
- 2. _____
- 3. _____

D. How would you rate the **effectiveness of this weeks' assessment method**? Please, circle one number.

0 1 2 3 4 5 6 7 8 9 10
Not Effective \longrightarrow *Extremely Effective*

APPENDIX D: POST SURVEY

QUESTIONNAIRE

A. DEMOGRAPHIC DATA & EXPERIENCE IN TECHNOLOGY

Please fill in the information below about yourself.

Age:	
Gender:	Female <input type="checkbox"/> Male <input type="checkbox"/>
How long have you been using computer and internet technologies?	1-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11+ <input type="checkbox"/>
For how many hours do you use a computer daily?	less than an hour <input type="checkbox"/> 2-4 hours <input type="checkbox"/> 5+ <input type="checkbox"/>
How do you access the Internet? (You can choose more than one option.)	on the desktop computer / laptop <input type="checkbox"/> through the cell phone <input type="checkbox"/> through tablets <input type="checkbox"/> other (please state) <input type="checkbox"/> _____
Have you ever received a formal training or attended a workshop or conference on computer and internet technologies?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever taken any courses in instructional technology?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, which course(s)? _____
How proficient do you feel as an Internet user?	Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/>

Have you ever taken the course 'English Language Teaching Methods I' before?	Yes <input type="checkbox"/> No <input type="checkbox"/>
For what purpose do you use the computer mostly? (You can choose more than one option.)	To study my lessons <input type="checkbox"/> To learn new things <input type="checkbox"/> To interact with other people <input type="checkbox"/> Other(Please state) _____

B. ATTITUDE TOWARD TASKS

I.

Task Name	If you did the task, put tick (✓) or If you did not do the task, put cross (X).	If you did the task (✓), circle the number that applies: 4: Extremely Effective 3: Effective 2: Ineffective 1: Not effective at all			
		4	3	2	1
Task 1 – Voki (Answering the reflective question by recording voice)		4	3	2	1
Task 2 – Testmoz (Preparing a quiz)		4	3	2	1
Task 3 – Mindomo (Preparing a mindmap)		4	3	2	1
Task 4 – Facebook (Designing a classroom activity)		4	3	2	1

Task 5 – Glogster (Designing a poster)		4	3	2	1
Task 6 – Prezi & Screencast-O-Matic (Preparing a presentation and video)		4	3	2	1

II. Which one of the tasks is the most useful task? Why?

III. Which one of the tasks is the least useful task? Why?

IV. Please evaluate the feedback types by filling in the parts below. Select the number that applies:

4: Very beneficial 3: Beneficial 2: Not so beneficial 1: Not beneficial at all

Task 1 – Voki Teacher gave the feedback.	4	3	2	1
Task 2 – Testmoz Computer gave the feedback.	4	3	2	1
Task 3 – Mindomo Whole class gave the feedback.	4	3	2	1
Task 4 – Facebook Groups gave the feedback.	4	3	2	1
Task 5 – Glogster My pair gave the feedback.	4	3	2	1
Task 6 – Prezi & Screencast-O- Matic I gave feedback to myself.	4	3	2	1

V. Reflection Paper - Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I think reflection papers raised my awareness about the task.	4	3	2	1
2.	I would like my students to write reflection reports in my classes when I become a teacher.	4	3	2	1
3.	In my opinion, reflection papers helped me improve my critical thinking skills.	4	3	2	1
4.	I think reflection papers are time-consuming and unnecessary.	4	3	2	1
5.	I believe reflection papers made me realize what I have done so far.	4	3	2	1
6.	I think reflection papers should be used in other courses as well.	4	3	2	1
7.	I did not put much effort in reflection papers for several reasons such as time, order of priority etc.	4	3	2	1
8.	I believe reflection paper is a nice way of having my voice heard by the instructors since I sometimes feel the need to give negative and positive feedback to my instructors.	4	3	2	1

VI. Edmodo - Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I think Edmodo made life easier for me in terms of the tasks.	4	3	2	1
2.	I feel confident enough to use Edmodo without any problems.	4	3	2	1
3.	I would prefer to use another tool instead of Edmodo for the tasks.	4	3	2	1
4.	I think it is very hard to navigate through the site of Edmodo.	4	3	2	1
5.	Edmodo helped me to see all the tasks in an organized way.	4	3	2	1
6.	I think Edmodo is not attractive and user-friendly.	4	3	2	1
7.	I think it would be better if we were given technical assistance on how to use Edmodo at the beginning of the term.	4	3	2	1
8.	I would like to use Edmodo for my classes when I become a full-time teacher.	4	3	2	1

C. ATTITUDE TOWARD TECHNOLOGY

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I use the Web 2.0 tools (wikis, blogs, social networking sites etc.) actively in my daily activities.	4	3	2	1
2.	I believe I am more motivated by the use of technology in my courses.	4	3	2	1
3.	I think technology should be integrated to our lessons more.	4	3	2	1
4.	I learn better if I get to practice what I have learned with the help of multimedia such as images, videos, maps etc.	4	3	2	1
5.	I think sharing what I learn in class with my classmates online is enjoyable.	4	3	2	1
6.	Technological tools distract me in my learning.	4	3	2	1
7.	I would like to see more examples of the use of technology in English classes.	4	3	2	1
8.	I believe the use of technological tools improve my success in my courses.	4	3	2	1
9.	I think I need the help of a classmate when I am learning with technology.	4	3	2	1
10.	I would like to use technology to teach English to my students when I graduate.	4	3	2	1

D. ATTITUDE TOWARD ASSESSMENT

a. Traditional: *Traditional assessment is a product-oriented process in which one-shot and speed-based tests take place. Teachers use the results of these paper based traditional assessment results to make a final “success or failure” decision about the students.*

Examples: Proficiency tests, midterm and final exams, university entrance exams

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I feel under pressure when I have to take the midterms and finals in class.	4	3	2	1
2.	I prefer standardized/traditional tests to projects or take-home exams.	4	3	2	1
3.	I believe the traditional measures are adequate to assess the students.	4	3	2	1

4.	I think traditional assessment methods cannot assess practical skills or application of knowledge.	4	3	2	1
5.	I believe by using only traditional assessment methods, instructors can understand the performance and progress of learners.	4	3	2	1
6.	I think the traditional assessment methods are not enough to assess team or collaborative learning	4	3	2	1
7.	I feel secure when the nature of the criteria for assessment is specified by the teachers not the students.	4	3	2	1
8.	The traditional assessment methods do not pay attention to the individual needs and interests of the students.	4	3	2	1
9.	The traditional methods are used for the <i>assessment of learning</i> not the <i>assessment for learning</i> .	4	3	2	1
10.	I am satisfied with the grades that I receive from traditional types of assessment.	4	3	2	1
11.	I would like to use traditional assessment methods in my English courses when I graduate and become a teacher.	4	3	2	1

b. Alternative: *Alternative assessment is a continuing process in which students and teachers make judgments together about the students' language learning development using authentic materials and nontraditional ways.*

Examples:

1) *Portfolios*

2) *designing an online poster on a specific topic and assessing yourself*

3) *collaborating on a blog with a group of students to prepare a dialogue and assessing your group members' performance*

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I think self-assessment through reflecting on my work is useful in our courses.	4	3	2	1
2.	I think peer-assessment is useful in our courses.	4	3	2	1
3.	I prefer to be assessed by a series of tasks throughout the semester instead of being assessed by just a midterm and a final.	4	3	2	1
4.	I think both traditional and alternative assessment methods should be used in combination in a course.	4	3	2	1

5.	I am more motivated by alternative assessment methods.	4	3	2	1
6.	Alternative assessment methods help me to become a more autonomous learner.	4	3	2	1
7.	I think alternative assessment methods do not help me to improve myself more than the traditional assessment methods do.	4	3	2	1
8.	I would like to see more applications of alternative assessment methods in our courses.	4	3	2	1
9.	Alternative assessment methods provide authentic and continuous assessment of students' progress.	4	3	2	1
10.	I think in alternative assessment methods students get more detailed and practical feedback compared to traditional assessment methods.	4	3	2	1
11.	Alternative assessment methods provide students the opportunity to interact with their teachers and classmates during the teaching/learning process.	4	3	2	1
12.	I believe alternative assessment methods do not improve my critical thinking skills more than the traditional assessment methods do.	4	3	2	1
13.	I would like to use alternative assessment methods in my English courses when I graduate and become a teacher.	4	3	2	1

c. Online(Technology based) Assessment: *Online assessment is a process in which what students have gained so far or their development in language learning is assessed via a device connecting to the Internet.*

Examples:

- 1) *Online quizzes*
- 2) *Online homework assignments*
- 3) *Online discussions or presentations*

Please fill in the parts below by selecting the number that applies:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1.	I prefer being assessed by the use of technology instead of paper based tests.	4	3	2	1
2.	I think the exams should also be integrated with the technology.	4	3	2	1
3.	I prefer to receive private online feedback instead of getting it in front of my classmates.	4	3	2	1
4.	I think online assessment methods can assess specific skills in	4	3	2	1

	English through computer-based testing better than other assessment methods.				
5.	I prefer traditional assessment methods over online assessment.	4	3	2	1
6.	I prefer online assessment methods since I can have access to my classmates' work whenever and wherever I want.	4	3	2	1
7.	I think online assessment tools save time in getting feedback.	4	3	2	1
8.	I think online assessment methods are useful in assessing collaboration and team work among learners.	4	3	2	1
9.	I believe it is better to be assessed online because the teachers can appeal to different types of learners.	4	3	2	1
10.	I feel more relaxed and comfortable when I am being assessed online compared to traditional tests.	4	3	2	1
11.	I think online assessment is helpful because teachers and learners do not have to be in the same physical space.	4	3	2	1
12.	I think online assessment is more suitable to assess English language and teaching skills.	4	3	2	1
13.	I believe I do not have enough computer skills to be assessed online.	4	3	2	1
14.	I think online assessment can provide authentic tools that other assessment methods cannot provide in English methodology courses.	4	3	2	1
15.	I would like to use online assessment methods in my English courses when I graduate and become a teacher.	4	3	2	1

E. OPEN ENDED QUESTIONS AND SUGGESTIONS

1. Which one of the following assessments do you prefer **as a student** in your methodology courses? Why?

a. Traditional (paper based, one shot tests)

b. Alternative (ongoing assessment of student progress with authentic materials)

c. Online (doing tasks online and getting feedback online)

2. Which one of the following assessments do you prefer as a teacher in your language courses?

Why?

a. Traditional (paper based, one shot tests)

b. Alternative (ongoing assessment of student progress with authentic materials)

c. Online (doing tasks online and getting feedback online)

4. Any other comments on integrating technology to courses for the purposes of assessment?

Thank you very much for your precious time and honest information.

APPENDIX E: INTERVIEW QUESTIONS

Interview Questions

A. Tasks in general

1. In the course 'ELT Methods I', 6 tasks were implemented in total. How many and which of them did you complete? Evaluating your participation, what can you tell concerning the reasons why you completed or did not complete the task?
2. Evaluating your situation before and after the task implementation process, how competent do you feel in terms of the use of Web 2.0 tools?
3. During the process that you had been doing the tasks, what factors affected your performance in a negative and positive way?
4. Which one of the tasks made the most contribution and which one of the tasks challenged you the most? Why?
5. Which one of the tasks do you think has deficiencies or needs improvement? What sort of a task would be better instead?

B. Advantages and Disadvantages

1. What do you think the advantages of this type of online assessment methods are?
2. What do you think the disadvantages of this type of online assessment methods are?
3. In the course 'ELT Methods I', a different tool was used for each one of the 6 tasks. Do you think it is better to use a different tool or the same tool for each task? Why?
4. Which one or ones of the tasks do you think is more useful and attractive? Why?
5. Did being assessed via these online tasks help you understand the course content better? How?
6. In the tasks, you needed to evaluate the performance of your group, your pair or yourself. Which evaluation method was the most helpful? Why?

APPENDIX E: INTERVIEW QUESTIONS (continued)

7. Is it better to be assessed in each task by the same evaluation method or various methods like in the course 'ELT Methods I'? Why?
8. Do you think the alternative methods like the tasks in the present study and their equivalents should be developed to assess the performance of the students? What could its contribution to the language learning be?
9. When you compare your situation before and after the task implementation process, have there been any changes in your thoughts in terms of doing tasks online and being assessed by them?
10. During the task implementation process, what conditions/situations challenged you most?
11. What are the advantages and disadvantages of using online tools while doing the tasks?
12. Which one of the assignment methods is fairer: Online tasks or the traditional in-class exams? Why?

C. Online vs. Traditional

1. What do you think about technology being integrated to the lessons for the purpose of assessment? Do you prefer the lessons to which technology is integrated or the traditional lessons without technology? Why?
2. Were the thoughts of yours the same related to the answer you gave to the previous question before the task implementation process started? If not, what sort of changes have your thoughts undergone? Why?
3. How would you like to be assessed in the courses that you will take in the following terms; via the online assessment methods like in the course 'ELT Methods I' or the traditional assessment methods composed of midterm-final exams? Why?
4. What gains do you achieve as a student when being assessed via technological tools instead of the traditional assessment methods?

APPENDIX E: INTERVIEW QUESTIONS (continued)

5. After each task, you were required to fill in the reflection papers which called for the reflection of your thoughts about each task and tool. Do you think you benefited from filling in these papers after each task? Why?
6. The social platform, Edmodo was used for you to contact each other and the teacher, download and upload the materials belonging to the tasks.
 - a. Do you find Edmodo beneficial and necessary? What are the pros and cons of this platform?
 - b. Would you prefer another platform instead of Edmodo? If yes, which one?

D. Their future plans

1. Are the tasks that you did in the course 'ELT Methods I' of any help to your teaching career as pre-service teachers? Why?
2. When you become a full-time EFL teacher, which one or ones of these **tasks** can you adapt to your lessons? Why?
3. When you become a full-time EFL teacher, which one or ones of these **tools** can you adapt to your lessons? Why?
4. Which one of the evaluation methods would you use most when you become a teacher? Group, pair, self, whole class, teacher or computer? Why?
5. Would you use all of the evaluation methods? Why?

E. Other

1. Are there any questions that you would like to ask to the researcher or any comments that you would like to make?

APPENDIX F: SAMPLE STUDENT COPY OF TASK 1

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The screenshot displays the Voki website interface. At the top, there is a navigation menu with the Voki logo on the left and several menu items: **VOKI**, **VOKI CLASSROOM**, and **VOKI PRESENTER**. Below this, a secondary menu includes **CREATE**, **MY VOKI**, **LEARN**, **LESSON PLANS**, **PRODUCTS**, and **PRICING**, along with **LOGIN** and **REGISTER** buttons. A yellow banner below the menu reads "These are messages created by others just for you!". The main content area features a Voki character with purple hair and large green eyes. To the right of the character are three buttons: **Save** (with the text "Save this Voki to your account!"), **Sign Up!** (with the text "Sign up to send a Voki back to your friend..."), and **Forward** (with the text "Send this Voki to my friend."). Below these buttons, the message metadata is shown: **FROM:** [redacted], **SUBJECT:** voki, and the text "deniz kiremit".

APPENDIX G: SAMPLE STUDENT COPY OF TASK 2

Task2-DirectMethod

This Quiz has been prepared to evaluate the ELT Teacher Candidate's knowledge of methodology, especially The Direct Method. Each question is worth 2 points and totally, 10 questions are included.

Question #1 (2 points)

The Direct Method defines the language as a "symbol of thought".

- True
- False

Question #2 (2 points)

With the arrival of Direct Method, in which way are there a shift in ELT ?

- From speaking to translation
- From contextualized dialogs to bilingual word lists
- From literary language to spoken everyday language.
- From inductive learning to deductive learning

Question #3 (2 points)

Which one is a characteristic of Direct Method ?

- Classroom instructions and feed-back are in L1.
- reading comprehension is the main skill to develop.
- Student's ability to use the language orally is tested.
- student-student interaction is rare.

Question #4 (2 points)

Decide which one(s) of them below cannot take place in a classroom where 'The Direct Method' is applied.

- randomly selected text
- role playing
- focus on pronunciation
- dominant teacher

APPENDIX G: SAMPLE STUDENT COPY OF TASK 2 (continued)

Question #5 (2 points)

Decide which principle(s) may belong to the Direct Method.

- Translation is not allowed.
- Study the text and try to find grammar rules.
- There are no principles related to students' feelings.
- Study the text and write it again in L1.

Question #6 (2 points)

In terms of learning vocabulary, Grammar Translation Method uses "translation" of vocabularies to L1. On the other hand, The Direct method uses _____ principle by connecting the meaning directly with the item in target language without going through the process of "translation".

Answer:

Question #7 (2 points)

In _____, the teacher does not correct the errors strictly. Errors are somehow tolerated. Self or pair error correction are included.

Answer:

Question #8 (2 points)

In Direct Method students are not expected to be in silent during the lesson.

- True
- False

Question #9 (2 points)

The Direct Method is based on the principle that "A foreign language can be understood only by converting its words into the words of L1."

- True
- False

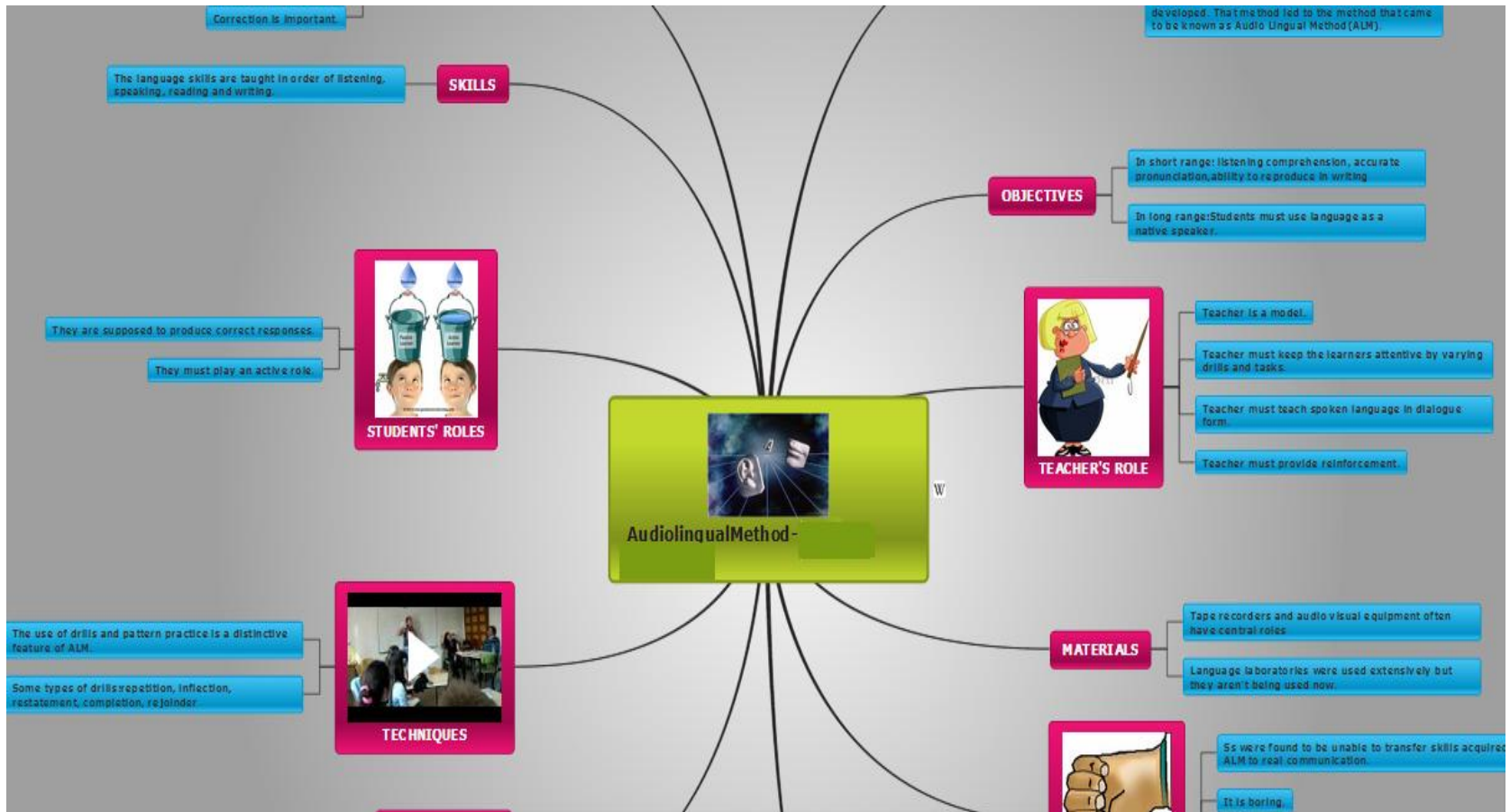
Question #10 (2 points)

Who is the founder of Direct Method ?

- Noam Chomsky
- Maximillian Berlitz
- Félix Gouin
- Nicholas Joly

[Logout](#)

APPENDIX H: SAMPLE STUDENT COPY OF TASK 3



APPENDIX I: SAMPLE COPY OF GROUP EVALUATION FORM

GROUP EVALUATION FORM

Please, try to be as sincere as possible while filling in this form. The form will not be seen by third parties. This is done to see how objective you can be while evaluating your group members.

Name Surname: _____ Student Number: _____

Task Number: _____

Please, write the name of each of your group members in a separate column. For each person, to indicate whether you agree or disagree, put tick(✓) or cross (×).

Evaluation Criteria	Birce Esen (example)	Group Member 1:	Group Member 2:	Group Member 3:	Group Member 4:
1. Contributed positively to the development of the task on a regular basis with creative ideas.	✓				
2. Showed appropriate team behavior and respected other opinions.	×				
3. Was knowledgeable about the requirements of the task and fulfilled fairly his/her share/role.	×				
4. Shared useful sources to support the task progress.	✓				
5. Participated the group discussions regularly.	✓				
6. Completed his share of work on time.	×				
7. Was available for communication	✓				

Any other comments?

APPENDIX J: SAMPLE STUDENT COPY OF TASK 4

ACTIVITY FOLLOWING THE SITUATIONAL METHOD	
Date:	12.11.2013
Teacher's Name and Surname: (Five Teachers)	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
Students' Level of Proficiency:	Beginner Level
Students' Age:	Adult
Class Size:	Maximum 20 Learners
Duration of the activity: (not less than 15 min.)	25-30 min.
Lesson Topic / Theme:	"In a Bazaar"
Lesson Focus (Teaching Point):	Modals (specifically Request Structures)
Materials and Texts Used: (list the names of the files here and attach them to appendix)	Dialogue, Vocabulary Cards, Video
References:	http://myenglishpages.com/blog/situational-language-teaching-oral-approach/

Pre-requisite Knowledge:	Tenses(Simple Present-Present Cont.)
Objectives: (at least three)	<ul style="list-style-type: none"> -Teaching how to do shopping in target language -Teaching some kind of measurement (weight and currency) -Introduce New Vocabulary
<p>Procedure:</p> <p>Video: Students watch a video about “Istanbul Baazars”</p> <p>Pronunciation: Teacher introduces the topic and new vocabulary using vocab-cards and pronounce them.</p> <p>Oral Practice: Students are asked to repeat and pronounce the new vocabularies till pronunciation is sufficiently achieved.</p> <p>Presentation: After pronunciation, the dialogue is performed by Teacher.(a pochette is required for perform of the costumer)</p> <p>Individual Imitation: Teacher isolate the objective structures from dialogue and asks student to repeat isolated structures.</p> <p>Role Playing: Teacher asks student to perform the dialogue in front of the class, in groups of two.</p> <p>Substitution Drills: Single and Multiple Substitution Drills are asked to students using new vocabularies. Students are asked to buy the other thing in the “shopping list” using required structures.</p> <p>Written form : At the end of the activity teacher gives the written form of the dialogue for the students to study them.</p>	

APPENDIX K: SAMPLE COPY OF PAIR EVALUATION FORM

PAIR EVALUATION FORM

Please, try to be as sincere as possible while filling in this form. The form will not be seen by third parties. This is done to see how objective you can be while evaluating your pair.

Name Surname: _____ Pair Name Surname: _____

Student number: _____ Pair Student number: _____

Please fill in the survey by selecting the number that applies:

4 – Strongly Agree	3 – Agree	2 - Disagree	1 – Strongly Disagree
--------------------	-----------	--------------	-----------------------

1. Contributed positively to the development of the task on a regular basis with creative ideas.	4	3	2	1
2. Attended to the meetings and discussions regularly.	4	3	2	1
3. Met the deadlines of the task.	4	3	2	1
4. Showed appropriate team behavior and respected other opinions.	4	3	2	1
5. Was knowledgeable about the requirements of the task and fulfilled fairly his/her share/role.	4	3	2	1
6. Shared useful sources to support the task progress.	4	3	2	1
7. Helped whenever we experienced a setback.	4	3	2	1
8. Showed up fully prepared to the meetings.	4	3	2	1

APPENDIX L: SAMPLE STUDENT COPY OF TASK 5

#BACKGROUND# 1
 -based upon the way that children learn their mother tongue
 -based on the coordination of speech & action
 was developed by James Asher

Total Physical Response

- Roles - 5
 Student: *Listener and Performer
 Teacher: ** Director and Model

Principles of TPR 2
 # focusing on meaning & comprehension
 # seated in a semi-circle
 # overcoming the fear of speaking
 # meaning through actions by using commands
 # The lower anxiety, the more learning
 # Spoken lang. should be emphasized over written lang.
 # Errors are inevitable & tolerable
 # Language in chunks not word by word
 # Speak when you are ready!
 # Using action-based drills in the imperative form.

Theories of TPR 3
 * Innate bio-program (listening before speaking)
 * Affective Filter (the lower the stress, the greater the learning)
 * Brain Lateralization (activating both hemispheres)

4 Techniques
 Role Reversal
 Action Sequence
 Action Songs
 Storytelling
 Buzz Games
Materials
 Teacher's voice, actions, gestures, objects

Disadvantages (marked with a red X)
 X Best suitable for beginners
 X challenging for shy students
 X sentence-based
 X Artificial sentences
 X It gives priority to receptive skills, mainly listening.

ADVANTAGES (marked with a green checkmark)
 + Fun and easy
 + Good for kinesthetic learners
 + Reduces pressure and stress for students
 + Long term retention
 + Time-saving for teachers

Classroom Procedure

Arad sayıyı dı

APPENDIX M: SAMPLE COPY OF SELF EVALUATION FORM

SELF EVALUATION FORM

Please, try to be as sincere as possible while filling in this form. The form will not be seen by third parties. This is done to see how objective you can be while evaluating yourself.

Name Surname: _____ Student number: _____

Please fill in the survey by selecting the number that applies:

1 – strongly agree 2 – somewhat agree 3 – neutral/no opinion
4 – somewhat disagree 5 – strongly disagree

1. I spent sufficient amount of time to complete the requirements of the task.	1	2	3	4	5
2. I made sure that I understood the guideline of the task at every step.	1	2	3	4	5
3. I searched for the other sources relevant to the task topic to enrich the content.	1	2	3	4	5
4. I displayed my highest performance to succeed in this task.	1	2	3	4	5
5. I paid attention to the deadline of the task not to be late.	1	2	3	4	5
6. I prepared the task clearly and comprehensively as if I was going to teach the topic with this task to a class. Therefore, the content of my task totally matches the topic.	1	2	3	4	5
7. I designed the layout of the task attractive enough by making use of the tool's features sufficiently.	1	2	3	4	5
8. I completed all the requirements of the task without any problems.	1	2	3	4	5


APPENDIX N: SAMPLE STUDENT COPY OF TASK 6

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[Seeking / 00:00:20 (6.4%)]


CLT
• aims to develop ...

COMMUNICATIVE COMPETENCE



• when and how to say
• what to whom

CONTEXT



- might
- may
- could
- can
- ...
- can
- ...

WHAT IS
COMMUNICATIVE

Prezi
Screencast-O-Matic.com

APPENDIX O: SAMPLE COPY OF RUBRIC FOR TASKS

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TASK 5 Rubric					
Assignment: Designing a poster on the Total Physical Response Method. Name and Surname of the Learner: _____					
	0 point	1 point	2 points	3 points	4 points
Content and Method	Method is not clearly mentioned. Content and method do not match at all.	Insufficient touch upon the method. Content and method minimally match in the activity with almost no creativity.	Somewhat covers the method. Content and method moderately match in the activity with one or two creative ideas.	Covers the method with few missing points. Content and method adequately match in the activity supported by some creative ideas.	Covers the method very comprehensively and clearly. Content and method perfectly match in the activity and reflected with creative ideas.
Meeting the Submission Requirements of the Task (Deadlines, use of Technology, Reflection Report)	Did not complete almost all of the requirements of the task and could not handle the technical features of the tool.	Completed the requirements of the task insufficiently and had a lot of technical problems managing the tool.	Completed some of the requirements of the task and had a few technical problems managing the tool.	Completed most of the requirements of the task and had few or no technical problems managing the tool.	Completed the requirements (4 steps) of the task perfectly and didn't have any technical problems managing the tool.
Layout of the poster	No or very little effort on the poster design. Readers would not prefer to learn from this poster.	Insufficient effort on the poster design. It looks boring and complicated.	Made use of some utilities the tool provides for the design. The poster looks okay.	Although the poster doesn't possess all the utilities the tool provides, it still has an attractive design.	Has a very attractive, colorful and creative design with graphics, colors etc. Readers would definitely enjoy it.
Variety of the sources	Did not support the content with any related sources to the content.	Supported the content with one or two sources (links, videos, images, audios and notes) not matching the content so much.	Supported the content with some sources (links, videos, images, audios and notes) sort of fits the content.	Reinforced the content with a few sources (links, videos, images, audios and notes) adequately matching the content.	Reinforced the content with various sources (links, videos, images, audios and notes) totally matching the content.
Pair evaluation	Did not fill in the evaluation form except for few insincere comments.	Did not pay attention to the evaluation form so much. The parts filled in are not so sincere.	Filled in the evaluation form with not so much sincerity and added few or almost no useful ideas.	Filled in almost all the evaluation form fairly and added some useful ideas.	Filled in the evaluation form completely and added very useful ideas with all sincerity.
TOTAL: _____					/20

**APPENDIX P: AN EXAMPLE OF COLOR CODING FROM
PARTICIPANTS' ANSWERS TO PRE-SURVEY OPEN ENDED QUESTION**

PRE-SURVEY PART E QUESTION 1 – Which one of the following assessments do you prefer as a student in your methodology courses? Why?

Online (x19)

Category 1: immediate feedback

Category 2: more comfortable

Category 3: saves time

Category 4: communicate easily

Category 5: practical

- There is no need to go to the classes. You get immediate feedback.
- When I have the immediate feedback, I can learn more effectively.
- It is more economic in terms of time and practical. There is no need for paper work.
- I am very nervous in class, in front of my classmates. Also, it saves time since we don't have to come to class every day.
- We are comfortable and our communication is better with our teacher. When we have an assessment in the same place, we experience stress and anxiety. It also affects our relationship with the teacher.
- It is more practical and comfortable since you can do your work when you have the access to the internet. Being in class makes you feel under pressure.
- It makes the student feel more comfortable, free and less stressful. Students can share their ideas easily. We are in the technology era.
- In online tasks you can get feedback easily.
- I feel more comfortable when I am assessed online.
- It is more practical, saves time and less stressful.
- It is more comfortable. (x2)
- Both completing the task and getting feedback is faster than the traditional methods. So it is time saving.
- I can express myself better online. Online assessments are better at assessing team work among learners.

APPENDIX Q: TURKISH SUMMARY OF THE STUDY

Bu çalışma İstanbul Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı öğretmen adaylarının derslerde web 2.0 araçlarından yararlanılarak alternatif değerlendirme yöntemlerinin uygulanmasına ilişkin tutumlarını araştırmak amacıyla yürütülmüştür. Çalışmanın verileri 2013-2014 eğitim-öğretim yılı güz dönemi boyunca web 2.0 araçlarından yararlanılarak hazırlanan ödevlerin uygulanması öncesi, sırası ve sonrasında toplanmıştır. Web 2.0 araçlarından yararlanılarak hazırlanan 6 farklı ödevin değerlendirme amaçlı uygulanmasına yönelik 2. Sınıf İngiliz Dili Eğitimi Anabilim Dalı öğretmen adaylarının tutumları uygulama öncesinde yapılan bir ön anket, uygulama esnasında yapılan yansıma anketleri, uygulama sonrasında yapılan çalışma sonrası anketi ve öğrencilerle yapılan bireysel görüşmeler aracılığıyla araştırılmıştır. Uygulanan anketler ve görüşmelerle İngiliz Dili Eğitimi Anabilim Dalı öğretmen adaylarının derslerde web 2.0 araçlarından yararlanılarak alternatif değerlendirme yöntemlerinin uygulanmasının avantaj ve dezavantajlarına ilişkin görüşleri; geleneksel, alternatif ve çevrimiçi değerlendirme yöntemlerine yönelik tutumları ve onların bu tutumları arasında ödev uygulaması öncesi ve sonrasında değişiklik olup olmadığı araştırılmıştır.

Web 2.0 araçlarının eğitimde kullanımı 'dijital yerli' olarak adlandırılan günümüz öğrencilerinin çağında kaçınılmaz hale gelmiştir. Özellikle ikinci yabancı dil ediniminde öğrencilerin okuma, yazma, dinleme ve konuşma becerilerinin dördünün de geliştirilmesi bir gereklilik olduğundan ve bu da geleneksel eğitim ve değerlendirme yöntemleriyle tam anlamıyla sağlanamadığından, araştırmacılar ve eğitimci teknolojinin dâhil edildiği alternatif eğitim ve değerlendirme yöntemlerini keşfedebilmek amacıyla arayış içine girmişlerdir. Web 2.0 araçları ile değerlendirme yapılması fikri henüz yeni popülerlik kazandığı için öğretmenlere klavuz niteliğinde olacak ilkeler ve öğretmenlerin yararlanabileceği detaylı eğitimsel stratejilere ihtiyaç duyulmaktadır. Alternatif değerlendirme yöntemlerinin Web 2.0 araçları aracılığıyla yürütülmesine yönelik araştırma sayısı oldukça sınırlıdır. Bu nedenle Türkiye'de öğretmen adaylarının bu uygulamalara yönelik görüşlerini öğrenmek ve uygulama

öncesi ve sonrasında görüş farklılıkları olup olmadığını ve eğer varsa bunların neler olduğunu ortaya çıkaran çalışmalara ihtiyaç vardır. Bu ihtiyaçtan yola çıkarak araştırmacı sözkonusu çalışmayı yürütmüştür.

Bu çalışma için veriler İstanbul Üniversitesi'nde 2. sınıf olup 'İngilizce Öğretiminde Yaklaşımlar' dersini almakta olan 40 öğrenciden 4 farklı veri toplama aracı ile toplanmıştır. Bunlar; web 2.0 kullanımını gerektiren ödev uygulamaları öncesinde bir ön anket, ödev uygulamaları esnasında her ödev sonrası olmak üzere yansıma anketleri, ödev uygulamaları sonrasında ise son anket ve bireysel görüşmelerden oluşmaktadır.

Web 2.0 kullanılarak yapılan ödev uygulamaları öncesinde veri toplamak amacıyla araştırmacının hazırladığı bir ön anket yapılmıştır. Öğretmen adaylarının değerlendirme ve teknolojiye yönelik tutumlarını ortaya çıkarmak amacıyla araştırmacı tarafından hazırlanan ön anket beş bölümden oluşmaktadır: 1) Demografik bilgiler ve teknoloji üzerine tecrübe (Bölüm A), 2) değerlendirme üzerine tecrübe (Bölüm B), 3) teknolojiye karşı tutum (Bölüm C), 4) geleneksel, alternatif ve çevrimiçi değerlendirme yöntemlerine karşı tutum (Bölüm D), ve 5) açık uçlu sorular ve öneriler (Bölüm E). Demografik bilgilerin ve teknoloji üzerine tutumların araştırıldığı ilk bölümde öğretmen adaylarından yaş, cinsiyet, bilgisayar ve internet teknolojileri üzerine tecrübeleri, günlük bilgisayar kullanma süreleri, internete hangi araç vasıtasıyla bağlandıkları, öğretim teknolojileri üzerine almış olabilecekleri resmi eğitim ve bilgisayar kullanma nedenleri gibi bilgileri anket üzerindeki ilgili boşlukları doldurarak paylaşımları istenmiştir. Ön anketin ikinci bölümü olan B bölümünde ise öğrencilerden 'değerlendirme' üzerine tecrübelerini yine ilgili boşlukları doldurarak paylaşımları istenmiştir. Anketin üçüncü ve dördüncü bölümü likert ölçeği formatında hazırlanmış olup 49 maddeden oluşmaktadır. C bölümü olan üçüncü bölüm sadece 1 alt bölüm içerirken, D bölümü 3 alt bölümden oluşmaktadır. D bölümünün ilk alt bölümü öğretmen adaylarının geleneksel değerlendirme yöntemlerine olan görüşlerini ortaya çıkarmayı hedeflerken, ikinci ve üçüncü alt bölümleriyse sırasıyla alternatif ve çevrimiçi değerlendirme yöntemlerine olan görüşlerini öğrenmeye yönelik hazırlanmıştır. Ön

anketin son bölümü olan E bölümü ise 3 açık uçlu soruyu barındırmaktadır. Bu sorularla da öğretmen adaylarının değerlendirme yöntemlerine ve teknolojiye ilişkin görüşlerini daha detaylı olarak öğrenmek hedeflenmiş ve son soru olan 3. Soruda da katılımcılardan eğer varsa ek yorumlarını ve sorularını paylaşmaları istenmiştir. Ön anketin güvenilirliği ve geçerliliği araştırmacının tez danışmanı ve ‘İngilizce öğretiminde yaklaşımlar’ dersini veren öğretim üyesi olmak üzere İngiliz Dili Eğitimi alanında uzman iki akademisyen tarafından kontrol edilerek doğrulanmıştır. Ön anket hedef katılımcı kitlesi olan 2. sınıf öğretmen adaylarına uygulanmadan evvel 1.,3., ve 4. sınıflardan 3’er kişiye uygulanmıştır ve bu uygulamadan sonra öğretmen adaylarının önerileri ve araştırmacının gözlemleri doğrultusunda gereken ekleme ya da çıkarmalar ve düzeltmeler yapılmıştır. Örneğin, bazı öğretmen adayları ‘alternatif değerlendirme’nin ne anlama geldiğini bilmediklerini ifade ettiğinden araştırmacı 2. Sınıflar olan asıl hedef kitleye ön anketi uygulamadan önce ‘alternatif değerlendirme’nin kısa bir tanımını ön ankete eklemiştir.

Araştırmacı tarafından hazırlanan 6 farklı web 2.0 araç kullanımı gerektiren ödevler ön anket sonrasında 14 haftalık bir eğitim-öğretim dönemi boyunca araştırmacı tarafından yürütülmüştür. Her ödevin hemen ardından katılımcıların görüşlerini aktaran veriler yansımaya anketleri aracılığıyla toplanmıştır. Dönem başında öğrencilere yansımaya anketlerinin nasıl doldurulacağı, onlardan beklentiler ve yansımaya anketlerini doldurmanın önemi üzerine açıklamalar yapılmıştır. Öğretmen adayları yansımaya anketlerini her ödevin dosyasıyla birlikte ödevleri araştırmacıyla ve dersin eğitmeniyle paylaşmak amacıyla kullanılan sosyal platform, Edmodo’ya yüklemişlerdir. Araştırmacının öğretmen adaylarından her ödev sonrası yansımaya anketi doldurmalarını istemesinin nedeni ödevler hakkındaki düşüncelerini üzerinden zaman geçmeden ve ödevin ayrıntıları unutulmadan öğrenmek istemesinden kaynaklanmaktadır. Bütün ödevler için aynı yansımaya anketleri kullanılmıştır ve bu anketler 4 farklı bölümden oluşmaktadır. İlk bölümde, ilgili ödevle ilişkin genel görüşler likert ölçeği formatında hazırlanmış 10 maddeyle alınırken, ikinci ve üçüncü bölümde öğrencilerden sırasıyla ikinci bölümde ödevin; üçüncü bölümde kullanılan web 2.0 aracının 3 avantajı, 3 dezavantajı ve sözkonusu ödevi ve web 2.0 aracını

geliştirmeye yönelik 3 öneri yazmaları istenmiştir. Dördüncü ve son bölümde de öğretmen adaylarından ödevde 1den 10a kadar bir sayı vererek ödevi oylaması istenmiştir. Bu yansıma anketleriyle hedeflenen, öğretmen adaylarının ödevlere karşı olan negatif ve/veya pozitif tutumlarını, öğretmen olduklarında kendi sınıflarında bu ödevlere benzer ödevleri kullanmak isteyip istemedikleri, ilgili ödevlerin ve web 2.0 araçlarının ne gibi avantaj, dezavantajlarını keşfettikleri ve bu ödevlere ilişkin ne gibi önerileri olduğunu ortaya çıkarmaktır. Dersin eğitmeni her ödevde toplam ders notundan 5 puan ayırmış ve bu 5 puanın 2 puanlık kısmı da yansıma anketlerine verilmiştir. Bu nedenle, 6 ödev için 6 yansıma anketini de teslim etmiş öğretmen adayları ödevler için ayrılmış 30 puandan 12 puan almışlardır. Araştırmacının ve dersin eğitmeninin yansıma anketlerine puan verilmesinde karar kılmalarının sebebi öğrencileri yansıma anketlerini yapmaya motive etmek ve dolayısıyla da her öğrenciden tamamladıkları her bir task ile ilgili görüşlerini alabilmektir.

Araştırmacı tarafından hazırlanan 6 ödevin de katılımcılara uygulanmasının ardından, dönem sonunda öğrencilere son anket uygulanmıştır. Son anketin geçerliliği ve güvenilirliği araştırmacının danışmanı ve dersin eğitmeni olmak üzere alanda uzman iki akademisyen tarafından kontrol edilerek, düzeltmeler yapılmış ve onaylanmıştır. Son anket de ön anket gibi toplam 5 bölümden oluşmaktadır. Son anketin likert ölçeği formatında hazırlanmış iki bölümü ön anket ile katılımcıların ödev uygulama öncesi ve sonrası oluşabilecek tutum farklılıklarını araştırmak hedeflendiği için aynı tutulurken, diğer üç bölümde katılımcılardan teknoloji üzerine tecrübeleri, ödevlere, yansıma anketlerine ve değerlendirme yöntemlerine yönelik görüşlerini ifade etmeleri istenmiştir. Ayrıca bir sosyal platform olan 'Edmodo' ödevler ile ilgili bütün dosyaların yüklenip indirilmesi, araştırmacının öğrencilerle ya da öğrencilerin kendi aralarında çevrimiçi iletişim kurmasını sağlamak amacıyla çalışmanın yürütüldüğü bir dönem boyunca kullanıldığı için öğrencilerin Edmodo'ya ilişkin görüşleri de son ankette araştırılmıştır. Hem ön hem de son anketin son bölümü açık uçlu sorulardan oluşmaktadır.

Son anketin uygulanmasının ardından 4 öğrenciyle de daha detaylı veri toplayabilmek amacıyla bireysel olarak görüşülmüştür. Öğretmen adaylarıyla

görüşmeler son anketin uygulanmasından bir hafta sonra yürütülmüştür. Her görüşmenin başında net ifadelerle sözkonusu öğretmen adayına görüşmelere katılmanın zorunlu olmadığı ve görüşmeyi herhangi bir neden belirtmeden istedikleri anda sonlandırabilecekleri belirtilmiştir. Buna ek olarak, katılımcılara görüşmenin ses kaydının alınacağı ve katılımcılardan izin alınarak görüşmeye başlanmıştır. Görüşmelerden daha detaylı ve net bilgi alınabilmesi açısından görüşmelerde katılımcıların anadili olan Türkçe kullanılmıştır. Bireysel görüşmelerde öğrencilere 5 farklı başlık altında 29 soru sorulmuştur: 1) Genel olarak çalışma esnasında uygulanan ödevlere ilişkin görüşler, 2) ilgili ödevin ya da web 2.0 aracının avantaj ve dezavantajları, 3) çevrimiçi ve geleneksel yöntemlerin kıyaslanması ve bunların öğrenmeye etkisi, 4) öğretmen adayı olarak çevrimiçi değerlendirme yöntemlerine ilişkin gelecekteki planları ve 5) eğer varsa ek yorumları ve önerileri. Bireysel görüşme soruları araştırmacının danışmanı tarafından incelenmiş ve anlamca net olmayan ya da katılımcıları bazı cevaplara yönlendirmesi sözkonusu olabilecek ifadelerden kaçınmak maksatıyla anlatımda ve soruların sıralanışında birkaç değişiklik yapıldıktan sonra son hali katılımcılara sunulmuştur. Görüşmelerin tarih ve saatleri katılımcılar tarafından belirlenirken, görüşmeler araştırmacının ayarlaması ile bölümde sessiz ve uygun bir odada gerçekleşmiştir. Öğretmen adaylarıyla bire bir görüşülmüş ve görüşmelerin süresi 35 ila 57 dakika arasında değişmiştir. Anketlerde ve bireysel görüşmelerde sorulan sorularla çalışmanın araştırma sorularına cevap bulmak hedeflenmiştir.

‘İngilizce öğretiminde yaklaşımlar’ dersinin eğitmeni araştırmacının çalışmasının verilerini bir dönem boyunca dersinde uygulanacak ödevler aracılığıyla toplayacağını onayladığında araştırmacı 14 haftalık süreç için 6 farklı ödev tasarlamıştır. Sözkonusu ödevler 2013-2014 eğitim-öğretim yılı güz döneminde uygulanmıştır. İlk derse katılımın diğer derslere nazaran daha az olabileceği ihtimaline karşı ödevler ikinci derste öğretmen adaylarına tanıtılmıştır. Öğretmen adaylarına açık bir şekilde ödevlerden toplanacak olan verilerin araştırmacının tez çalışması için kullanılacağı belirtilmiştir. Buna ek olarak, ödevlerin ve yansıma anketlerinin öğretmen adaylarının notlarını etkileyeceği fakat ön anket, son anket ve bireysel görüşmelerin

notlarını etkilemeyeceği; dolayısıyla da katılımın zorunlu olmadığı belirtilmiştir. Böylelikle öğretmen adaylarına sadece dersin sorumluluklarını yerine getirmek ama çalışmaya katılmamak imkânı sunulmuştur. Bütün bu açıklamalardan sonra öğrencilere detaylı olarak her ödev sonrası dolduracak oldukları yansıma anketleri tanıtılmış ve ödevlerini yükleyip araştırmacı, dersin eğitmeni ve sınıf arkadaşlarıyla haberleşebilecekleri ortak sosyal platform olan Edmodo'yu nasıl kullanacakları detaylı olarak gösterilmiştir. Edmodo sayesinde öğretmen adayları dersin ödevlerini daha organize bir sistem kapsamında görebilmiş, istedikleri dosyaları indirip, kendi hazırladıkları ödevlerin dosyalarını yükleyebilmişlerdir. Her bir ödev için ayrı alt başlıklar açılmış ve öğrencilerin ilgili ödevin dosyalarını ilgili alt başlıkta kolaylıkla bulma imkânı tanınmıştır. Öğretmen adaylarına Edmodo'ya aşinalık kazanmaları ve Edmodo ile ilgili sorularını sorabilmeleri için 1 haftalık bir süre tanınmıştır. Öğrencilerin soruları cevaplandıktan sonra öğrencilere araştırmanın katılımcı onay formları dağıtılmış ve katılımcı kitlesi belirlenmiştir. Böylelikle ön anket sadece çalışmaya katılmayı kabul eden öğretmen adaylarına uygulanmıştır. Bu çalışma için hazırlanan toplam 6 ödev dersin eğitmeninin ödevi dâhil etmek istediği haftalara göre planlanmış ve haftalara bölünmüştür. Dersin eğitmeni ödevleri daha kapsamlı konuların olduğu haftalarda vermek istemiştir. Araştırmacı da öğretmen adaylarının ders yükünü göz önünde bulundurarak ödevleri her hafta vermek yerine daha seyrek aralıklarla vermeyi tercih etmiştir. Böylelikle öğretmen adaylarına ödevleri tamamlayabilmeleri için yeterli süre tanınmıştır. Ödevin verileceği hafta ders saatinin son 15 dakikasında araştırmacı ödevi öğretmen adaylarına web 2.0 aracından alınmış ekran görüntüleri ve web 2.0 aracının kullanımını açıklayan kısa videolar yardımıyla bir sunumda anlatmış ve öğretmen adaylarının ödevine yönelik sorularını yüzyüze yanıtlamıştır. Ödevi yaparken öğretmen adaylarının kullanacağı dosya Edmodo'ya her ödevin tanıtıldığı dersin sonunda yüklenmiştir. Dosyada ödevin adım adım nasıl yapılacağını anlatan ana hatlar dökümanı, ödevin puanlanmasında kullanılan kriterlerin dökümanı, araştırmacı tarafından hazırlanmış örnek bir ödev ve yansıma anketi yer almaktadır. Bazı ödevlerin gerektirdiği durumlarda ek materyaller; örneğin, web 2.0 kullanımını anlatan kısa videolar ödev dosyasına eklenmiş ve Edmodo'ya yüklenmiştir. Araştırmacı ilk ödevi tanıttığı sunumda ilk olarak 'web

2.0' terimini öğretmen adaylarına açıklanmış ve örnek 'web 2.0' araçlarını tanıtmıştır. Öğretmen adaylarına her ödev için farklı bir web 2.0 aracının kullanılacağı ve bu araçların nasıl kullanılacağı sınıf içi sunumlarda ve web üzerinden öğretici videoların Edmodo'ya yüklenmesiyle açıklanacağı belirtilmiştir. İlk ödevde öğretmen adaylarından o haftanın dersinin konusu ile ilgili bir yansıtıcı soruya cevap vermeleri istenmiş ve cevaplarını 60 saniyeyle sınırlı tutarak bir web 2.0 aracı olan 'Voki' aracılığıyla kaydedip, kayıtlarının web bağlantısını Edmodo'dan göndermeleri istenmiştir. Kayıtlar görsellik içerdiğinden öğretmen adaylarından kendilerine konuşmacı bir avatar seçmeleri ve bu avatarı kendi istekleri doğrultusunda tasarlayabilecekleri söylenmiştir. Bu ödevi tamamlamaları için öğretmen adaylarına bir hafta süre verilmiştir. İkinci ödevde ise öğretmen adaylarından test tasarlamak için kullanılan web 2.0 aracı 'Testmoz'u kullanarak dersteki o haftanın konusu ile ilgili bir test hazırlaması ve testin web bağlantısını Edmodo üzerinden sınıf arkadaşlarıyla paylaşması istenmiştir. Ayrıca sınıf arkadaşlarının web bağlantılarından ikisini seçerek onların hazırlamış olduğu iki testin sorularını da çözmeleri istenmiştir. Üçüncü ödevde öğretmen adaylarından bir web 2.0 aracı olan 'Mindomo' kullanarak o haftanın dersin konusunu kapsayan bir kavram haritası hazırlamaları istenmiştir. Öğrenciler kavram haritasını hazırladıktan sonra web bağlantılarını Edmodo üzerinden bütün sınıfın göreceği şekilde anasayfada paylaşmış ve bütün sınıftan geri dönüt almıştır. Ödev, Edmodo'nun oylama özelliklerini kullanarak bütün sınıfın en iyi kavram haritasını seçmelerini gerektirmiştir. Dördüncü ödevde ise öğretmen adaylarından o haftaki dersin konusunu kapsayan bir ders planı hazırlamaları istenmiştir. Öğretmen adayları bu ders planlarını gruplar halinde hazırlamış ve gruplar hazırlık aşamasında tartışma toplantılarını bir web 2.0 aracı olan 'Facebook' üzerinden araştırmacının sadece kendi grupları için açmış olduğu grup sayfasında planlamışlardır. Ders planlarını tamamladıklarında her gruptan bir kişi Edmodo'ya grup adına ders planlarını yüklemiş ve her grup seçmiş olduğu bir diğer grubun hazırladığı ders planının altına yorum bırakarak geri dönüt vermiştir. Beşinci ödevde öğretmen adayları poster hazırlamak ve paylaşmak için kullanılan bir web 2.0 aracı olan 'Glogster'ı kullanarak o haftaki dersin konusunu kapsayan bir poster hazırlamıştır. Bu ödev ikili çalışma

olarak tasarlandığı için her bir öğretmen adayı sınıftan bir başka kişiyle birlikte posterini tasarlamıştır. Posterler tasarlandıktan sonra Edmodo’da posterlerin web bağlantıları paylaşılmış ve öğretmen adayları birlikte çalıştığı kişiye performansı ile ilgili geri dönüş vermiştir. Altıncı ve son ödevde ise öğretmen adaylarından bir web 2.0 aracı olan ‘Prezi’yi kullanarak dersin konusunu kapsayan bir sunum hazırlamaları istenmiştir. Sunum hazır olduğunda bunu ekran ve ses kaydetmeyi sağlayan web 2.0 aracı ‘Screencast-o-matic’ aracılığıyla kaydetmeleri ve sunumlarının videosunu Edmodo’ya yüklemeleri istenmiştir. Bu ödevde öğrenciler bir kendini değerlendirme formu aracılığıyla kendilerine geri dönüş vermişlerdir.

Öğretmen adaylarının farklı tipteki geri dönüşlere nasıl tepki verdiklerini görmek amaçlı her ödevde farklı bir geri dönüş tipi kullanılmıştır: Ödev 1’de öğretmenin değerlendirmesi, Ödev 2’de bilgisayarın değerlendirmesi, Ödev 3’te bütün sınıfın değerlendirmesi, Ödev 4’te grubun değerlendirmesi, Ödev 5’te birlikte çalıştığı sınıf arkadaşının değerlendirmesi, Ödev 6’da kendi kendisini değerlendirmesi.

Bu araştırmada kullanılan 4 farklı veri toplama aracından elde edilen bulgular hem nicel hem de niteldir. Nitel veriler anketlerdeki açık uçlu sorular ve bireysel görüşmelerdeki soruları aracılığıyla elde edilmiştir. Nicel veriler açık uçlu sorulara verilen cevapların başlıklar altında toplanması ve bu başlıkların cevaplar arasında görülme sıklıklarının kodlar aracılığıyla hesaplanmıştır. Bu analizler sonucunda ortaya çıkan kodlamaların geçerlilik ve güvenilirliğini sağlamak amacıyla İngiliz Dili Eğitimi alanında uzman bir akademisyenden nitel verilerin %10’luk kısmını kodlaması istenmiştir. Araştırmacının ve nitel verileri kodlayan akademisyenin kodları kıyaslanmış ve kodların büyük oranda eşleştiği görülmüştür. Anketler aracılığıyla toplanan nitel veriler ise SPSS programı kullanılarak analiz edilmiş ve anketin her maddesi için istatistikler elde edilmiş, bu istatistikleri gösteren tablolar ve açıklamalar araştırmanın sonuçlar kısmında okuyucuyla paylaşılmıştır. Elde edilen bu istatistikler kıyaslanarak öğrencilerin tutumları hakkında fikir edinilmiştir. Bireysel görüşmeler ise öncelikle ses kayıtlarından dinlenerek yazıya dökülmüş, sonrasında bu yazılarda bahsedilen ana başlıklar belirlenerek bu ana başlıkların

bahsedilme sıklıkları değerlendirilmiştir. Bu başlıklarla ilgili katılımcıların söylemlerinden örnekler araştırmanın sonuçlar kısmına eklenmiştir.

Katılımcıların anketlerden edinilen demografik bilgilerine bakıldığında İstanbul Üniversitesi İngiliz Dili Eğitimi Anabilim Dalında öğrenim görmekte olan 2. sınıf öğretmen adaylarının her birinin günlük bilgisayar ve internet kullanımının olduğu; fakat katılımcıların yarısından daha azının bilgisayar ve internet teknolojileri üzerine resmi eğitim aldıkları görülmüştür. Veriler İngiliz Dili Eğitimi Anabilim Dalı öğretmen adaylarının derslerde web 2.0 araçlarından yararlanılarak alternatif değerlendirme yöntemlerinin uygulanmasına ilişkin araştırmacının hazırladığı ödevlerin uygulaması öncesinde ön anket analiz sonuçlarına göre pozitif tutum sergilediklerini, araştırma sonrasında yapılan son ankette ise ön anket sonuçlarıyla kıyaslandığında pozitif tutumda artış gerçekleştiğini göstermiştir. Ön anket ve son anket kıyaslamalarında SPSS programı kullanılmış ve Shapiro Wilks testi ile Mann Whitney testi uygulanmıştır. Shapiro Wilks testi verilerde normal dağılım olup olmadığını öğrenmek amacıyla kullanılmıştır. Testin sonucunda verilerin normal dağılımının olmadığı ortaya çıktığı için Mann Whitney testi ön anket ve son anketteki aynı olan sorulara katılımcıların verdiği cevaplar arasında önemli bir fark olup olmadığını araştırmak amacıyla uygulanmıştır. Ön anket ve son ankette aynı olan C bölümünün analiz sonuçlarına bakıldığında katılımcıların ön ankette teknolojiye yönelik pozitif olan tutumlarının web 2.0 kullanımını gerektiren ödevlerin uygulanmasından sonra son ankette daha da pozitif bir tutuma dönüştüğü görülmüştür. C bölümünde sorulara verdikleri yanıtlara bakıldığında katılımcıların ödev uygulamalarından sonra web 2.0 araçlarını günlük hayatta daha sık kullanmaya başladıkları anlaşılmıştır. Ön ve son anketlerin D bölümüne verilen cevaplar ise D bölümü üç alt başlık altında tasarlandığı için ayrı ayrı bahsedilmiştir. D bölümünün ilk altbaşlığında katılımcıların geleneksel değerlendirme yöntemlerine olan tutumları araştırılmıştır. Ön ankette geleneksel yöntemlere karşı negatif tutum sergileyen katılımcılar son ankette tutumlarını daha da negatif olarak göstermişlerdir. Bu da web 2.0 kullanımıyla yapılan ödevlerin katılımcılar üzerinde olumlu etki bıraktığını ve geleneksel yöntemlere karşı daha da olumsuz yaklaşımlar sergilediklerini kanıtlar

niteliktedir. D bölümünün ikinci alt başlığında ise katılımcıların alternatif yöntemlere olan tutumlarını araştırmaktadır. Son anketin sonuçları göstermektedir ki katılımcılar ön ankete göre alternatif değerlendirme yöntemlerine yönelik daha da pozitif yaklaşım sergilemişlerdir. D bölümünün ikinci kısmındaki sorulara verilen yanıtlara bakıldığında katılımcılar ödev uygulamalarından sonra kendilerini daha bağımsız birer öğrenci olarak hissetmeye başlamış ve alternatif yöntemlerin geleneksel yöntemlere kıyasla kendilerini geliştirmelerine daha çok yardımcı olduğunu belirtmişlerdir. D bölümünün üçüncü alt başlığında ise öğretmen adaylarının çevrimiçi değerlendirme yöntemlerine ilişkin görüşleri araştırılmıştır. Ön anket ve son ankete verilen cevaplar kıyaslandığında katılımcıların ön ankette olan pozitif yaklaşımlarının ödev uygulaması sonrası daha da pozitif bir hale dönüştüğünü göstermiştir. Cevaplarında katılımcılar kâğıt üzerinde yapılan geleneksel testler yerine teknoloji kullanılarak yapılan değerlendirme yöntemlerini tercih ettiklerini açığa vurmuşlardır. Ayrıca teknolojiyle yapılan değerlendirmelerde grup çalışmalarının daha faydalı bir hale dönüştüğü katılımcıların cevaplarında belirtilmiştir. Anketlerin açık uçlu sorularında katılımcılardan tercih ettikleri değerlendirme yöntemleri ve tercihlerinin nedenlerini belirtmeleri istenmiştir. Sonuçlar göstermektedir ki en fazla tercih edilen alternatif değerlendirme yöntemleriyken en az tercih edilen geleneksel değerlendirme yöntemleridir. Bunun yanı sıra, öğrencilerden her ödev sonrası toplanan yansımaya anketlerinin analiz sonuçları en çok tercih edilen ödevin beşinci ödev olduğunu gösterirken en az tercih edileninse birinci ödev olduğunu göstermektedir. Bireysel görüşmelerden elde edilen sonuçlar ise katılımcıların 3 temel sebepten ötürü ödevlerin üzerlerinde pozitif etki bıraktığını göstermiştir: 1) Ödevler katılımcıları motive etmiş ve dikkatlerini çekmeyi başarmıştır, 2) Ödevler katılımcılara kendilerini daha yetkin hissettirmiştir, 3) Ödevler katılımcıların performanslarını arttırmalarını sağlamıştır. Buna nazaran, ödevlerin katılımcılar tarafından bahsedilen negatif etkileri 3 temel başlık altında toplanmıştır: 1) Bazı ödevlerin web 2.0 gereçleri katılımcılara teknik sorunlar yaşatmıştır, 2) Ödevlerin zamanlamaları uygun olacak şekilde ayarlanmamıştır, 3) İkili çalışmalar ve grup çalışmaları katılımcıların motivasyonunu düşürmüştür.

Bu çalışmanın verileri değerlendirildiğinde elde edilen sonuçlar göstermiştir ki sınıftaki ödev uygulamaları sonucunda öğretmen adaylarının teknoloji kullanımı yoluyla yapılan değerlendirme yöntemlerine bakış açıları daha da pozitif bir hal almıştır. Bu da göstermektedir ki Türkiye'deki sınıf içi uygulamaları içeren kaynakların sınırlılığı göz önünde bulundurularak sınıflarda değerlendirme amaçlı teknoloji kullanımını arttırmak için bu alanda daha fazla araştırma yapılmalıdır. Katılımcıların veri toplama süreci boyunca defalarca bu ödevlerin motivasyonlarını arttırdığını ve dersin içeriğini daha iyi anlamalarına yardımcı olduğunu söyledikleri dikkate alındığında özellikle dil öğretiminde en önemli faktörlerden birinin öğrenci motivasyonu olduğu düşünülürse ilkokuldan başlanarak teknoloji kullanımıyla değerlendirme yöntemlerinin uygulamalarının eğitime dâhil edilmesi gerektiğini söylemek mümkündür. İleride yürütülecek çalışmalarda daha kapsamlı sonuçlar elde edebilmek amacıyla bu çalışma Türkiye'deki diğer üniversitelerde ve sadece İngiliz Dili Eğitimi Anabilim Dalı'nda değil diğer anabilim dallarında da yürütülebilir. Böylece çalışmanın kapsamı ve katılımcı sayısı artacağından daha detaylı bilgilere ulaşılabilir ve çalışmanın sonuçlarını genellemek çok daha kolay olabilir. Buna ek olarak, daha uzun vadeli sonuçların elde edilebilmesi için bu alanda yapılacak çalışmaların bir eğitim-öğretim döneminden daha uzun süreyi kapsamaması daha detaylı bilgi sağlayabileceğinden verilerin bir yıl ya da daha fazla bir sürede toplanması önerilmektedir.

APPENDIX R: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Cirit

Adı : Nazlı Ceren

Bölümü : İngiliz Dili Eğitimi

TEZİN ADI (İngilizce): Perceptions of ELT Pre-Service Teachers toward Alternative Assessment via Web 2.0 Tools: A Case Study at a Turkish State University

TEZİN TÜRÜ : Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezimden bir bir (1) yıl süreyle fotokopi alınmaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: